

FACTORS THAT INFLUENCE POOR PERFORMANCE AMONGST GRADE 12
LEARNERS IN THE MALEBOBO-WEST CIRCUIT OF LIMPOPO PROVINCE

by

MAKOENA SALOME MATHOBELA

MAGISTER EDUCATIONIS

in

EDUCATION MANAGEMENT

in the

COLLEGE OF EDUCATION

in the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Dr PK TRIEGAARDT

SEPTEMBER 2019

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude and heartfelt thanks and appreciation to the following support structures without whom this study would not have been possible:

- My God of gods, Jehovah Jireh, my Creator, my Comforter, Sustainer of Life and my Master of all. I thank my God for giving me strength where I was weak, for your eternal love and undeserved kindness that you shower upon us day by day. May your Holy Name be praised in all the nations because YOU alone are worthy of all honour, power and glory.
- My three girls (Tshepo, Tshepang and Tshepiso) for their continued support, motivation and faith in me. I really appreciate all the support, warm love and tender care. I dedicate this study to my lovely three girls, Tshepo, Tshepang and Tshepiso.
- My supervisor, my mentor, extraordinary and so understanding, Dr Paul K Triegaardt – your passion and dedication to your work is so inspiring; this is your calling not just a job. Your patience, consistent guidance and goal-directed nature have always encouraged me. I feel so honoured to be supervised and coached by such a good person like you. Thank you for all the E-mails and WhatsApp messages – indeed, for guiding, shaping, steering and believing in me – even at times in my life when I doubted whether I have the fortitude to go on.
- My circuit manager, Mr Thupana, for offering me continued support to further my studies and helping me with getting some resources. Thank you so much.
- Thanks to Bridget Lötzt for helping me in language and technical editing, excellent proofreading services on my study.
- Julia Martinelli for her wonderful efforts in doing the transcripts.
- UNISA for the appreciative financial support.

DECLARATION

I the undersigned hereby declare that:

Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province

I declare that the Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I submitted the thesis/dissertation to originality checking software.



Makoena Salome Mathobela

1 September 2019

DECLARATION BY THE SUPERVISOR

I the undersigned hereby declare that:

Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province

The originality software checking report obtained by the candidate has been considered by me and that I confirm that the dissertation meets an acceptable standard of originality.



Dr Paul Karel Triegaardt

Supervisor

1 September 2019

ABSTRACT

It has become a norm that most learners from rural areas drop out of the school system early, and become beneficiaries of the welfare system at an early age to establish factors that could be contributing to the low academic performance among grade 12 learners. The study examined the role of the principal, SMT and teachers in contributing factors of poor performance in grade 12 learners in rural high schools. A qualitative investigation at three public high schools in the Maleboho-West Circuit was done. Data were collected by means of document analysis and in-depth interviews. The study revealed that learners and teachers are managed by ineffective management and support by SMT, challenges with teaching and learning, lack of parental involvement, the new progression policy of the department and ineffective leadership by Head of Departments. Recommendations were made on how SMT and teachers might solve these problems in the future.

ABSTRACT

Polelo yeo e lego melomong ya batho ke gore ge o bona ngwana yo monnyane a boputse lesea, tseba gore o tswa dinagamagae fao tlala e ikepetsego ka medu. Barutwana ba fao ba bona pelego e le lehumo la ka pejana la go ikhweletsa tshelete ya mmuso ya mphiwafela. Se se theosa seriti sa thuto, kudu seemo sa dipoelo tsa marematlou. Go rothisa dinala ga dihlogo tsa dikolo, dihlogo tsa dithutwana dikolong, le barutwana go bonala e le bona bahlodi ba mpherefere wow a dipoelo tsa go nyamisa tsa marematlou. Dinyakisiso tseo di tseneletsego ka ngalaba ye, di dirilwe dikolong tse tharo tseo di phagamego, tseo di abago thuto ya batho ka moka sedikothutong sa Maleboho Bosubela (Maleboho-West). Barutwana, barutisi le ditokomane di somisitswe go hwetsa dikarabo tsa maleba dinyakisisong tseo.

Go hweditswe tseo di latelago:

- Barutwana le barutisi ba hlahlwa ke bafahlosi bao ba se nago bokgoni bjo bo tibilego thutong.
- Batswadi bao ba se nago maikemisetso thutong ya bana ba bona.
- Melawana ya thuto yeo e nyefisitswego, ya go fetisetsa barutwana mephatong ya ka pejana.
- Go hloka maitemogelo ga hlogo ya thuto ka mosomo wa gagwe.

Ditshisinyo tseo di ka thusago go hlomola naga mootlwa mo thutong ya ban aba rena yeo e tsenetswego, di laeditswe ka botlalo.

ABSTRACT

Swi hundzukile ntolovelo leswaku vadyondzi vo tala va le matiko xikaya va tsika xikolo eka malembe ya le hansi ya dyondzo, va hola mudende wa mfumo va ha ri vatsongo; lexi xi nga xin'wana xa swivangelo swa mbuyelo wa le hansi wa vadyondzi va giredi ya khume mberhi. Tsalwa leri ri langutisile xiavo xa nhloko ya xikolo, vufambisi bya xikolo na vadyondzisi eka mbuyelo wa le hansi wa giredi ya khume mberhi eka swikolo swa he henhla swa le matiko xikaya. Vukambisisi byi endliwile eka swikolo swa mfumo swi nharhu swa le henhla eka xifundza-ntsongo xa dyondzo xa Maleboho – Vupeladyambu. Vuxokoxoko bya tsalwa leri byi kumiwile hi ku lavisisa ematsalweni ni ku burisana na vanhu vo karhi. Ku na mintlotlo yo tala hi tlhelo ra dyondzo, ku nga: vufambisi bya swikolo, vatswari a va khumbeki hi tlhelo ra dyondzo ya vana va vona ni polisi ya mapasiselo ya vadyondzi. Tsalwa leri ri humesile swibumabumelo leswi nga tirhisiwaku hi vufambisi bya swikolo nga tirhisiwaku hi vufambisi bya swikolo kun'we ni vadyondzisi ku ololoxa mintlontlo ya dyondzo.

KEY TERMS

Academic performance

Educational improvement

Grade 12 teachers

Head of Department (HOD)

Learner performance

Participating schools

Poor performance

School leadership

School Management Team (SMT)

Teacher Development Programmes

Teaching and learning

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

APP	:	Annual Performance Plan
CAPS	:	Curriculum and Assessment Policy Statements
CEDU	:	College of Education
DBE	:	Department of Basic Education
DoE	:	Department of Education
EE	:	Equal Education
FET	:	Further Education and Training
HOD	:	Head of Department
KLT	:	Keeping Learning on Track
LoLT	:	Language of Learning and Teaching
LTSM	:	Learning and Teaching Support Material
NCS	:	National Curriculum Statement
NDP	:	National Development Plan
NSC	:	National Senior Certificate
NSNP	:	National School Nutrition Programme
PAT	:	Practical Assessment Tasks
PoA	:	Programme of Assessment
SBA	:	School-Based Assessment
SC	:	Senior Certificate
SCPS	:	Spotsylvania Country Public Schools
SGB	:	School Governing Body
SIP	:	School Improvement Plan
SMT	:	School Management Team
SOPAA	:	Systems-Oriented Plan for Academic Achievement
TP	:	Teaching Plan
UNISA	:	University of South Africa
WC	:	Work Coverage

Contents

ACKNOWLEDGEMENTS.....	i
DECLARATION	ii
DECLARATION BY THE SUPERVISOR.....	iii
ABSTRACT	iv
ABSTRACT	v
ABSTRACT	vi
KEY TERMS.....	vii
GLOSSARY OF ACRONYMS AND ABBREVIATIONS	viii
LIST OF TABLES	xiv
CHAPTER ONE.....	1
ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION AND BACKGROUND	1
1.2 RATIONALE OF THE STUDY	4
1.5 AIMS AND OBJECTIVES OF THE STUDY.....	7
1.6 SIGNIFICANCE OF THE STUDY	8
1.7 RESEARCH METHODOLOGY	8
1.7.1 Research paradigm and approach to be followed.....	8
1.7.2 The role as an insider researcher	10
1.7.3 Case study design	11
1.7.5 Data collection and instruments	12
1.7.6 Data analysis and presentation.....	13
1.8 MEASURES TO ENSURE TRUSTWORTHINESS IN QUALITATIVE RESEARCH	13
1.9 ETHICAL CONSIDERATIONS	14
1.10 CONCEPT CLARIFICATION	16
1.10.1 Academic performance.....	16
1.10.2 School management.....	16
1.10.3 School leadership	17
1.10.4 Learners' motivation	17
1.10.5 Role model	17
1.11 PROGRAMME OF STUDY	18
1.12 SUMMARY	19
CHAPTER TWO.....	20
THEORETICAL FRAMEWORK AND LITERATURE REVIEW	20
2.1 INTRODUCTION	20

2.2	THEORETICAL FRAMEWORK.....	20
2.3.1	United States of America	22
2.3.2	England.....	23
2.3.3	Finland	23
2.3.4	Singapore.....	23
2.3.5	Madagascar	23
2.3.6	China	24
2.3.7	Australia	24
2.3.8	New-Zealand.....	24
2.4	STATE OF EDUCATION IN SOUTH AFRICAN RURAL SCHOOLS.....	25
2.5	STATE OF EDUCATION IN THE LIMPOPO PROVINCE OF SOUTH AFRICA	26
2.4.1	Poor planning and lack of capacity	27
2.4.2	The lack of qualified teachers	27
2.4.3	Attractiveness of rural schools	27
2.4.4	Quality of teaching and learning in rural schools.....	28
2.4.5	Curriculum challenges	28
2.5.1	Introduction	30
2.5.2	Attitude of the principal as an instructional leader.....	31
2.5.3	Ineffective school leadership.....	33
2.5.4	Teachers need support to improve	35
2.5.5	Lack of parental involvement	37
2.5.6	Poor behaviour in schools.....	38
2.5.7	Progression policy.....	41
2.5.8	Learners' support programmes	42
2.6	SUMMARY	44
2.7	FACTORS INFLUENCING PERFORMANCE OF GRADE 12 LEARNERS BY TEACHERS.....	44
2.7.1	Introduction	45
2.7.2	Set expectations for learners	45
2.7.3	Monitor learner's progress and provide the opportunity to learn	46
2.7.4	Teacher accountability	48
2.7.5	Mentoring of learners to improve their learning and achievement.....	49
2.7.6	Teach smarter and not harder.....	50
2.7.7	Learner-centred attitude with core values	52
2.7.8	Teamwork amongst the faculty or department	54
2.8	SUMMARY	55

2.9	PRINCIPALS ACTIONS TRYING TO LEAD TURNAROUND IN.....	55
2.9.1	Introduction	55
2.10	SUMMARY	58
CHAPTER THREE		59
RESEARCH DESIGN AND METHODOLOGY		59
3.1	INTRODUCTION	59
3.2	Purpose of the research	59
3.3	Research design.....	60
3.3.1	Research paradigm.....	61
3.3.2	Case study design	62
3.4	Measures to ensure trustworthiness.....	72
3.4.1	Credibility	73
3.4.2	Confirmability	73
3.4.3	Dependability	73
3.4.4	Transferability	74
3.5	SUMMARY	74
CHAPTER FOUR		75
DATA ANALYSIS AND INTERPRETATION		75
4.1	INTRODUCTION	75
4.2	INTERACTION WITH PARTICIPANTS	75
4.3	BIOGRAPHICAL DATA OF THE PARTICIPANTS	77
4.3.1	Participants' Ages	77
4.3.2	Gender	77
4.3.3	Years of teaching experience.....	78
4.3.4	Geographical location of the participants' schools	78
4.3.5	Ethnicity	78
4.3.6	Academic qualifications.....	79
4.4	DISCUSSION OF THEMES	79
4.4.1	THEME 1: INEFFECTIVE MANAGEMENT BY THE SCHOOL MANAGEMENT TEAM	81
4.4.2	THEME 2: CHALLENGES WITH TEACHING AND LEARNING	90
4.4.3	THEME 3: PARENTAL INVOLVEMENT	98
4.4.4	THEME 4: THE NEW PROGRESSION POLICY OF THE DEPARTMENT 100	
4.4.5	THEME 5: ROLES OF HODs ARE VERY DIFFICULT	104
4.5	DATA OBTAINED FROM THE DOCUMENT ANALYSIS	114
4.5.1	Class register	117

4.5.2	Admission register	119
4.5.3	Period register.....	119
4.5.4	The minutes of the staff meetings	120
4.6	CONCLUSION.....	121
CHAPTER FIVE		122
SUMMARY, FINDINGS AND RECOMMENDATIONS.....		122
5.1	INTRODUCTION.....	122
5.2	SUMMARY OF THE STUDY	122
5.3	FINDINGS OF THE STUDY	123
5.3.1	Findings regarding sub-question 1	124
5.3.2	Findings regarding sub-question 2.....	130
5.3.3	Findings regarding sub-question 3.....	134
5.4.1	Teacher development programme	137
5.4.2	Delivering of the curriculum.....	137
5.4.3	More support needed from SMT and HODs.....	138
5.4.4	Strategies that might influence results in rural secondary schools	138
5.5	CONTRIBUTION AND MAIN OUTCOMES OF THE STUDY	140
5.5.1	Introduction	140
5.5.2	Aspects of school management that promote a Teacher Development Programme	140
5.5.3	IDENTIFY SUITABLE AND EXPERIENCED TEACHERS AS HODs TO SUPPORT TEAMS	141
5.5.4	The responsibility of the HOD to support their teams.....	142
5.5.5	The role of the Grade 12 teacher to improve their own practice through the Teacher Development Programme	147
5.6	CONTRIBUTION OF THE TEACHER DEVELOPMENT PROGRAMME TO THE THEORY AND PRACTICE OF THE IMPROVEMENT OF GRADE 12 RESULTS.....	149
5.7	SUGGESTIONS FOR FURTHER RESEARCH.....	150
5.8	LIMITATIONS OF THE STUDY	151
5.9	CONCLUDING REMARKS.....	151
REFERENCE LIST		153
APPENDIX A: ETHICS CLEARANCE APPROVAL.....		172
APPENDIX B: PERMISSION TO CONDUCT RESEARCH IN MALEBOHO-WEST CIRCUIT POLOKWANE DISTRICT.....		174
APPENDIX C: EXAMPLE OF LETTER TO PRINCIPAL TO GIVE PERMISSION THAT SCHOOL CAN PARTICIPATE IN RESEARCH.....		176
APPENDIX D: LETTER TO PARTICIPANTS		181

APPENDIX E: INTERVIEW SCHEDULE	186
APPENDIX F: DOCUMENT ANALYSIS CHECKLIST	188
APPENDIX G: PROOF OF LANGUAGE EDITING.....	190

LIST OF TABLES

Table 1.1: Trustworthiness in qualitative research (Gasson, 2004:95).	14
Table 1.2: Guidelines for ethical considerations (Berg, 2009:60)	15
Table 2.1 Factors that are leading to ineffective school leadership (Myatt, 2011)	35
Table 2.2: Effective behaviour management in schools.....	38
Table 2.3: Learning Support Programs (Department of Basic Education Annual Performance Plan (2015/2016)).....	43
Table 2.4: Teacher expectations towards behavioural improvement (Alix, 2012).....	45
Table 2.5: Monitoring learner progress (Emmer and Evertson, 2013)	47
Table 2.6: Work smarter, not harder (Heick, 2016).....	50
Table 2.7: 21st-century learning skills (Training Module Series, 2012)	53
Table 4.1: Summary of themes and sub-themes derived from the data	80
Table 5.1: Checklist to identify effective HOD.....	141
Table 5.2: Role of the HOD to support the grade 12 teacher.....	146
Table 5.4: Supportive tool for grade 12 teachers to improve their own practice.	148

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Schools are the testing ground for the success or failure of learners to adapt to the demands of society. Another crucial element in moving forward would be that of community mobilisation and organisation. Minister Motshekga Angie has repeatedly made progressive calls for community involvement in education. She said: 'We will continue to mobilise our communities to involve themselves in the education of our children throughout the year (Sokupa, 2010). There is also more success in a climate with high learner relationship and innovative ways of improving the performance of learners. President Zuma said: "education is a societal issue".

The Limpopo Department of Education covers a wide area that is characterised by rural areas that are very poor. It is stated that low-income parents are often thought to have little interest in the education of their children. Most public schools in Limpopo in rural areas are categorised by various factors that negatively impact on the provision of quality education. A lack of parental interest in children's education, insufficient funding from the state, a lack of resources, underqualified teachers, and multi-grade teaching are some of the barriers to effective education (Mestry & du Plessis, 2019). This condition in rural areas causes a negative impact on academic performance in Grade 12 learners. The limited school involvement of low-income parents can be attributed, in part, to their lack of trust in school personnel, as well as a lack of understanding of the way's schools' function (Olsen & Fuller, 2012:271). The researcher wanted to make the assumption that this is an important claim that the study is necessary because at the end learners also often lack self-confidence and are dependent on their parents, resulting in a decreased self-esteem, and by doing this will increase poor performance in Grade 12 learners. Most of the learners in the Maleboho-West Circuit of Limpopo Province are deprived of the opportunity to study for degrees at universities because they do not meet the minimum requirement to enter for degree courses at universities. Universities expect learners to obtain four subjects passed at level 4 (50% or better), and three subjects passed at level 3 (40% or better) in order for them to be admitted for any degree studies.

Low achievement of learners at high school disturbs mostly those schools from impoverished socio-economic backgrounds; therefore, the South African context is not contrasting from the international context. Low achievement of learners should be viewed at holistically due to factors such as poverty, which has a special, racial and gender dimensions that in turn have determined settlement patterns of different racial groups in all provinces.

The unemployment rate in Limpopo Province is estimated at 33.4% and is the highest as correlated to other provinces because the academic zones are low while the province is geographically cast. Limpopo province is located in the northernmost part of the country neighbouring Botswana, Mozambique and Zimbabwe. The majority of the population resides in rural areas in comparison to the national average of 50%. The most important contributors to its economy are community, social and personal service, agriculture, forestry and hunting, wholesale and retail trade (Kwabena, Kyei, & Gyekye, 2011).

Poverty is endemic in South Africa (Stats SA 2006) with high rates of unemployment, destitute conditions of living and poor access to essential services such as electricity, water and sanitation. In rural areas there are no job opportunities, so learners are the ones who are the providers in their homes, you may find that in rural schools, learners are selling sweets and fruits inside the school grounds, missing their lessons and therefore, they cannot concentrate on their learning. The only thing that they focus on is selling; in other words, other learners see school as an area to make a living by selling similar things to their parents trading vegetables from the farmers (Bulldozer, 2011). This is especially evident in the urban outskirts and rural areas. There are few urban settings, with pockets of affluent populations, but the ample sections of the province are extremely poor. The researcher made the assumption that teachers are not working smart, because parents are not involved with their children's schoolwork, and in that way, teachers are not coping. The lack of parental involvement also rated highly in learner's performance because many of the learners are staying with grandparents, and there is a weak relationship between the two, this might impact on learners' non-attendance in school (Mafa, D, 2018). Also, the teachers occasionally do not understand the difficulties children face. Finally, the learner's commitment to school work will be affected negatively. Avital (2012) discovered that the attitude of rural

learners towards the school and its benefits negatively contributed towards their commitment to schoolwork.

According to Muzah (2011:54), the views and opinions of educators and learners proved that the main elements of high failure rates are poor teachers' qualifications, out-dated teaching methods, massive workloads, high levels of absenteeism and acute deficiencies in aspects related to resources, subjects content, classroom management skills, proficiency in language of instruction and assessment, motivation and perseverance as well as poverty. The researcher made the assumption at the start of her research that learners' achievement needs both parents and teachers support. Teachers need to be willing to teach and go an extra mile, insource and outsource in case the teacher lacks content knowledge, or maybe teachers' qualifications are poor or maybe not so consistent or underqualified. Parents as well need to assist their children at home with homework and home activities. That will assist learners in improving their performance. Education is a lifetime pursuit and the means for self-discovery. Teachers' focus is to develop learners' curiosity, love for learning, and the confidence to take on the world (Minn, CH, 2019). Being a good and successful teacher is not only about being able to teach learners to strive for good grades but also being able to guide learners to achieve greater things in life.

Harris (2013) explains that another factor that contributes to the poor performance of rural secondary pupils is the lack of parental backing. There is a link between parental backing in homework activities and the achievement of learners. Learners with parental backing in homework scored better than those without parental backing even if those without parental backing had a higher intelligence quotient (Harris, 2013). Cooper (2009) also found that there was a positive link between high performance and quality time spent on homework. Bounded household backing by parents and guardians are not always able to supply the necessary background and knowledge of schooling to guide their children, and many households are damaged (Motala, 2009). Learners in rural areas are not being inspired in education because of the illiteracy of their parents. Many parents are illiterate and frequently lack the time and capability to inspect their children's homework.

Parents' corporation or involvement in their children's education is very important and could aid discussion of issues by parents and teachers that they are encountering at

home and in school. When some parents are not transparent about their children's attitude, it may result in a negative relationship between teachers and parents. A problem worsened by the popularity of single-parent households. For the majority of parents, who are also poor, school choice does not depend on a school's track record but is instead based primarily on closeness, and to a lesser extent on social, historical or customary factors (Luxomo, Motala, & Ngwenya, 2009). Poor achievement in Grade 12 learners is not only a consequence to learners having low self-esteem, but also causes important stress to the parents. More than anyone else, mothers and fathers mould their children's futures. Low self-esteem can lessen a learner's desire to learn, her ability to focus, and her willingness to take risks. Teachers also need to let parents know when their children have a problem (Shore, 2017). The researcher wanted to make the assumption that this is important to the study that is necessary because positive self-esteem, on the other hand, is one of the good factors of the building blocks of success of the learners and it provides a good foundation for learning and minimises poor performance in Grade 12 learners. Parents should also refrain from over-scheduling children and burdening them with too many extra-curricular activities, which places pressure on the child (Van Wyk & Lemmer, 2009:41).

A favourable environment in schools will help in obtaining good results and attain a good education that will bring results. The bulk of poor learners attend schools in rural areas and townships in South Africa. These schools lack resources and are unable to produce learners who are on par with those who come from former Model C schools. These schools have difficulties in producing matriculates who meet university admission requirements. Improvement of the education system cannot happen without dedicated, hard-working, motivated and well-educated teachers. Township and rural schools need to be capacitated to be able to provide education to a satisfactory standard (Sokupa, 2010).

1.2 RATIONALE OF THE STUDY

At the start of the study, the researcher was employed in Maleboho-West Circuit of Limpopo at one of the schools under investigation in her research. The school is situated in Papegaai, which is one village in the Blouberg area. Papegaai is an area surrounded by farmers and other areas namely Mankodi and Rammutla, a feeder area of the researcher's school. Papegaai consists of two primary schools and two

public secondary schools. The researcher was promoted, during the study to Capricorn North District in Limpopo as the Senior Education Specialist (Subject Advisor) for Economic and Management Sciences, GET band.

According to her observations as the researcher, it was noticed that despite the improvement of results in the last ten years, only a few learners obtained university entrance when they completed Grade 12 in the Maleboho-West Circuit of Limpopo. Most of the learners have relocated to other schools to the extent that the enrolment of three rural secondary schools in question has dropped drastically and continues to do so. As a professional teacher, the researcher wanted to explore the factors that influence the poor performance of Grade 12 learners at the three secondary schools where the Grade 12 learners are unable to perform at a level that would allow them university entrance. The researcher also wanted to identify strategies that might help these three schools to improve their Grade 12 results and increase the numbers of learners to obtain entrance to a university after completion of Grade 12.

The researcher's interest in this study was motivated by personal observations on learner performance in the three schools during the period as a teacher, and later a HOD at one of the secondary schools in the Maleboho-West Circuit in Limpopo Province. In her observation, the researcher realised that there is a poor trend of performance for some time, then learners begin to lack confidence and motivation. The researcher, therefore, realised there is a need to investigate the factors influencing poor performance in Grade 12 learners in the three schools in the Maleboho-West Circuit, Limpopo Province. Learners need to be motivated and understand why they are studying by the teachers in specific subjects. The school need to invite other categories of people to motivate the learners and the teachers as well. The district officials, pastors, media and others can be invited to give motivational talks to both learners and teachers.

In the study of Simuchimba (2016), it was shown that motivation alone is not enough to enact good performance because a learner without interest in the subject may be difficult to motivate. Therefore, the variable of interest should be clubbed with motivation for both teacher and learner. The level of liking the subject shown by the learner will enable successful learning. And again, a teacher's attitude and perception of the subject adds value to produce a good performance.

Teachers need to be motivated in order for them to good quality for teaching and learning. One of the goals for the Department of Basic Education is to provide quality of teaching and learning in schools of which that will improve the level of learner performance. Maeresera (2015), in her study, said the Department of Basic Education has derived various strategies to improve the quality of education given to South African citizens as well as improving learner achievements. Despite, these various strategies by the DoE as a department, they are still facing numerous challenges in providing quality education to its learners.

1.3 PURPOSE AND CONTEXT OF THE STUDY

The main purpose of this study was uncovering how leaders and teachers influence the performance in Grade 12 learners in rural secondary schools. The research was focused on the Limpopo Province and more specifically, to the three rural secondary schools in the Maleboho-West Circuit, in the Capricorn District. Most of the learners in the Maleboho-West Circuit of Limpopo are deprived of the opportunity to study for degrees at universities because they do not meet the minimum requirement to enter for degree courses at universities. Universities expect learners to obtain four subjects passed at level 4 (50% or better), and three subjects passed at level 3 (40% or better) in order for them to be admitted for any degree studies. It, therefore, was assumed that these schools would provide information-rich data with some applicability to underperforming schools elsewhere in the Maleboho-West Circuit. In her observations, the researcher emanated that many learners, especially in foster care placements, were having challenges in completing their matriculation and/or did not meet the requirements to be admitted to universities because of factors at their prevented them from gaining minimum requirement to enter for degree courses at universities. It was, therefore, important to identify these factors which prevented learners from gaining enter requirements at universities and from giving supportive guidance of how learners might pass matric.

The majority of learners were repeating grades, and they seemed de-motivated. Therefore, this helped her to understand the challenges being experienced by the learners and teachers with regards to the current education system. The researcher then began to value the importance of social and academic factors and how it may

affect the learners in achieving their acceptance levels of performance. This research concentrated on factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province. The findings of this study could shed light on how to achieve quality education in comparable schools in the Department of Education.

1.4 RESEARCH QUESTION AND SUB-QUESTIONS

The main research question guiding this study is as follows: **How might leaders and teachers manage the factors that influence the learner academic performance in Grade 12?**

From this main research question, the following sub-questions were derived:

- What factors influence the academic performance of Grade 12 learners?
- How might leaders and teachers overcome the challenges of poor academic performance of Grade 12?
- What recommendations could be made based on the literature review and the findings of the empirical study to improve the management of factors influencing performance in Grade 12 examinations at secondary schools?

1.5 AIMS AND OBJECTIVES OF THE STUDY

The study aimed to inquire about what factors influence academic performance in Grade 12 in rural secondary schools and to provide recommendations based on the findings.

Furthermore, this might help school leadership, teachers, parents and Grade 12 learners to fulfil their roles effectively on a daily base.

The objectives of the study were as follows:

- That influences the academic performance of Grade 12 learners.
- To investigate how leaders and teachers might overcome these challenges of poor academic performance of Grade 12 learners in rural secondary schools.

- To develop strategies for improving the poor academic performance of Grade 12 learners in rural secondary schools.

1.6 SIGNIFICANCE OF THE STUDY

The study intended to create an awareness and understanding of the complex roles of leaders and educators and the difficulties experienced in performing their management and teacher responsibilities to improve the results of Grade 12 learners at underperforming secondary rural schools. Strategies used by the leaders and teachers who participated in this study to address the identified challenges of improving the results of underperforming secondary rural schools might well benefit and inform other rural secondary schools experiencing similar challenges. Roi (2018) stated that the significance of the study is a part of the introduction of a thesis/research. It should determine who benefits from the study and how that specific audience will benefit from its findings. In addition, the researcher also recognised these gaps while researching which factors influence the poor academic performance of Grade 12 learners in rural secondary schools during her master's dissertation. This is where the interest arose to explore more on how to improve Grade 12 results in rural schools by doing a comparative study with functional Grade 12 schools in a future by doing a Doctoral Thesis on the topic under investigation.

1.7 RESEARCH METHODOLOGY

To facilitate this study on the optimal use of instruction time, both a literature study and an empirical investigation were employed to find answers to the postulated research questions.

1.7.1 Research paradigm and approach to be followed

The researcher conducted the study in the constructivist paradigm. Constructivism, according to Dagar (2016), found that constructivist instructed learners have higher scores than the learners who were exposed to the conventional method of teaching. The problem lies in the learning environment in a conventional classroom; the classroom environment is teacher-centred, which makes the learning process boring for less competent learners.

Bada (2015) mentioned that constructivism represents one of the enormous ideas in education. Its consequence of how teachers teach and learn to teach is significant. If our efforts in renewing education for all learners are to success, then teachers must concentrate on learners. Constructivism is a strategy for teaching and learning based on the premise that cognition (learning) is the result of 'mental construction'. This entails learner's mental development whereby learners' emotions and learner's self-monitoring needs to be considered. Learning-centred emotions and self-monitoring will help learners in building their mental stability

Dover (2018) stated that constructivism is a research paradigm that emphasises learner agency through self-guided search, reflection, and assessment. The constructivist approach recognises that there are often multiple correct answers and that multiple points of view are credible. The learner builds knowledge as they merge new information with past experiences, analyse multiple source materials, and work together with others. Therefore, in this study, the researcher believes in the existence of various realities and has presented an interpretation of knowledge, views and understanding of the participants' knowledge regarding the factors that are influencing the poor performance of Grade 12 learners in rural secondary schools in the Maleboho-West Circuit.

Leedy and Ormrod (2010:12), research methodology is a general strategy the researcher employs in carrying out the research project. To some extent, this strategy nurtures the particular tools the researcher selects. In this study, the researcher employed a qualitative research approach as part of the methodology to investigate factors influencing poor performance among Grade 12 learners in Maleboho-West Circuit of Limpopo province. The qualitative research approach was appropriate for this study because the researcher collected data in the form of words that captured the participants lived experiences concerning the phenomenon under scrutiny. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and complex description and interpretation of the problem (Cresswell 2007:37).

The research design for this study was using a case study. Harrison (2017) stated that case study research has grown in reputation as an effective methodology to investigate

and understand complicated issues in real-world settings. The multiple site sources of data permitted the researcher to evaluate the diverse experiences from different research sites by interviewing the different participants to gain a more holistic picture of the problem being studied. The case in this study is that the researcher investigated factors influencing poor performance among Grade 12 learners in Maleboho-West Circuit of Limpopo province.

1.7.2 The role as an insider researcher

The researcher was in the ideal position to undertake insider research because she was not only an educator at School A but also a member of the SMT and this allowed her easy access to the school, its SMT and the participants (cf. chapter 3, section 3.2.2.1). Authors such as Ary, Jacobd, Razavien and Sorensen (2006) concur that qualitative research is strongly a personal kind of research, one that willingly acknowledges and admits “the subjective perception and bias of both participants and researcher into the research frame”. The researcher thoughtfully tried to remain objective and unbiased in her interaction with the participants, in order to ensure that the study was free from bias and her influence as an insider researcher (cf. chapter 1, section 1.9). Richards (2015:53) is of the view that reflexivity refers to the reflection of qualitative researchers on their own data making role and the associations to their research. Reflexivity needs that the researcher is informed of her relationship to what she chooses to study and why that decision is made. Reflexivity stresses that as an insider researcher, The researcher is part of what she is studying. In her research, the researcher investigated the factors that influenced the poor performance among Grade 12 learners in the Maleboho-West Circuit of Limpopo.

The researcher interacted closely with the participants in order to understand their feelings, thoughts and beliefs. The researcher interacted as an insider researcher with the participants in a natural and unobtrusive manner and in so doing, hoped to understand the participants’ perspectives of the participants. The researcher did not interfere with the subjects’ responses by giving them her views on the factors that influence the poor performance among Grade 12 learners in the Maleboho-West Circuit of Limpopo. She only observed and noted their responses. She handled sensitive information confidentially and professionally, ensuring that the participants were not victimised in any way. The researcher decided to select a case study design,

and it is best for her study because she interacted directly and closely with the participants so that she would understand their thinking and beliefs without interfering with their responses. In that way, the case study design is the best for her study.

1.7.3 Case study design

Berg (2009:41) and De Vos (2008:323) attest that research design is seen as a design or the plan or blueprint according to which the research is to be conducted. Furthermore, McMillan and Schumacher (2010:12) declare that the purpose of a research design is to provide a general plan for directing a systematic investigation of the phenomenon of interest. Moreover, the use of a case study aims to provide an in-depth description of the chosen sample (Mouton, 2001: 149). Moreover, Schram (2006:107) states that whether one considers a case study as a way of conceptualising human behaviour or merely as a way of enveloping it, its vital value lies in its ability to draw attention to what can be learned from the single case. In this study, the researcher employed a single case study to investigate factors influencing poor performance among Grade 12 learners in Maleboho-West Circuit of Limpopo province. Case study research can focus on a single case or multiple cases (Yin 2003:20). The single case study also, in this regard, proved to be a suitable design for the researcher's study. Three of the reasons why she decided to conduct a single case study as identified by Rule and John (2011:21) applied to her study:

- *She had easy access to the case.* Tellis (1997:6) explains that single case studies are also ideal for a revelatory case where an observer may have access to a phenomenon. The phenomenon, in this case, is Grade 12 learners who are performing poorly; however, results were obtained yearly, but no investigation was done to identify the reasons why the Grade 12 learners are performing poorly in the Maleboho-West Circuit.
- *She could study the case in depth* because she is employed as a member of SMT and a Grade 12 teacher at one of the schools under investigation.
- *She could act as an insider researcher.* In this study, the researcher acted as an insider researcher, which ensured access to evidence; she delimited the scope of the study and triangulated the data collection methods to ensure the validity of the process. Although more cases are available, a single case study

was the best design option since she acted as an insider researcher and aimed at solving a practical problem.

Tobias (2006:25) defines population as the target group one intends to study. The research population is the group of interests to the researcher, the group to which the results of her study had been generalised (Gay & Airasian, 2003:102). The population in this study consisted of School Management Teams and Grade 12 teachers from rural secondary schools in the Maleboho-West Circuit of Limpopo Province.

Kumar (2005:165) in Motana (2015) defines sampling as the process of selecting a sample from a bigger group population as the basis for estimating a prediction of the prevalence of an unknown piece of information or situation as an outcome regarding the bigger group. According to Babbie (2004:183), in a case study, the sampling process is purposively rather than random. Given the nature of the research problem, purposive sampling was used for this study as it is recommended for studies focusing on a few cases (Ramahuta, 2007:33). A sample consists of the elements of the population considered for actual inclusion in the study. It is also a small portion of the total set of objects, events or persons that together comprise the subject of a study (Maree, 2010:178 & McMillan & Schumacher 2010:12).

Three sampled rural secondary schools in Maleboho-West Circuit of Limpopo Province was involved in the teaching of Grade 12 learners to obtain meaningful data concerning the phenomena under investigation. The participants in this study included three principals, three Secondary Phase Heads of Department and nine teachers. Experience, age and gender had been considered when the researcher selected the participants for her research. These participants had a positive influence on the collection and analysis of the data because; they expressed their perceptions based on their experiences and believes as teachers and leaders. Once the Ethical Committee of the University of South Africa gave clearance, the researcher went purposefully to the selected secondary schools and asked permission from the principal that his/her school participate in the study.

1.7.5 Data collection and instruments

Durrheim, Terre Blanch and Painter (2007:51) believe that qualitative researchers collect data in the natural setting, making use of interviews and recording human behaviour in the context of interaction. In addition, Castle (2010:76) adds that data collection occurs in many ways, depending on the research approach and methods used. In the study, semi-structured interviews and document analysis were the data collection instruments used to gather data on factors influencing poor performance among Grade 12 learners in Maleboho-West Circuit of Limpopo province.

1.7.6 Data analysis and presentation

According to McMillan and Schumacher (2010:367), qualitative data analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. In the study, the researcher used regular, frequent interim analysis throughout the collection of the data process to keep track of the change in the data collection instruments. The researcher also provided an overall interpretation of the study findings.

1.8 MEASURES TO ENSURE TRUSTWORTHINESS IN QUALITATIVE RESEARCH

According to Mamabolo (2009:67), trustworthiness is the extent to which a study is worth paying attention to, worth taking note of, and the extent to which others are convinced that the findings can be trusted. In qualitative research, trustworthiness is ensured when the data accurately reveals in detail the experiences of the participants who are involved in the study. Therefore, trustworthiness measures the quality of research. Four criteria were used to maintain trustworthiness in qualitative research, namely credibility, confirmability, dependability and transferability (Gasson, 2004:95). Table 1.1 explains the trustworthiness of qualitative research in more detail.

Table 1.1: Trustworthiness in qualitative research (Gasson, 2004:95).

Criteria	Description
Credibility	Credibility deals with the accuracy of identifying and describing the subject of the study (Gasson, 2004:95). Mamabolo (2009: 68) describes credibility in qualitative research as the extent to which the data and data analysis are believable and trustworthy.
Confirmability	Confirmability, according to Gasson (2004:93), refers to the degree to which the researcher can demonstrate the neutrality of the research interpretations, through a “confirmability audit”. In other words, the researcher has to confirm the data gathered with the participants.
Dependability	Dependability is the researcher’s account of the changes inherent in any setting as well as changes to the research design as learning unfolded (Gasson, 2004:94). Dependability is analogous to the reliability, that is, the consistency of observing the same finding under similar circumstances (Gasson, 2004:94).
Transferability	Transferability deals with the applicability of the findings to another context (Gasson, 2004:98). As this study was qualitative, generalising of the results was not necessary. However, the semi-structured interviews appended at the end of this study (Appendix 4) would assist readers in transferring the findings to another context, should the need arise.

1.9 ETHICAL CONSIDERATIONS

Ethics are guidelines that enable a researcher to ensure that all respondents in a research study participate voluntarily and are not harmed in the process (Wysocki, 2008:228.) Berg (2009:60) identifies the guidelines below for ethical consideration: permission to conduct the study, informed consent, confidentiality and voluntary participation. A description of the guidelines for ethical considerations is given in table 1.2 below.

Table 1.2: Guidelines for ethical considerations (Berg, 2009:60)

Permission to conduct the study	In this study, the researcher made an application to conduct this study to the following gatekeepers: Ethics Committee of the Department of Education at the regional level; Maleboho-West Circuit Manager; principals of the selected secondary schools in the Maleboho-West Circuit; and the educators of the three selected secondary schools in the Maleboho-West Circuit. An ethical clearance certificate and permission to conduct the study was also granted by the University of South Africa's (UNISA) College of Education (CEDU) Ethics Committee.
Informed consent	According to Bless and Higson (2006:183), informed consent is the ethical principle whereby the research participants should be told the nature of the study to be conducted and given the choice of whether to participate. The participants should be told that if they agree to participate, they do so of their own free will and have the right to withdraw from the study at any time. In the study, participants were provided with detailed information about their role, inclusive of the purpose of this study, the procedures that were followed to conduct this study, the data collection instruments, and how the results would be used, so that they could make an informed decision whether they wanted to participate in the study or not. The participants completed and signed the informed consent forms upon agreement to participate in the study
Confidentiality	Monette and Thomas (2008:490) indicate that the researcher should respect the right to privacy of participants, particularly regarding sensitive and personal information. Such information should be kept strictly confidential. The researcher assured the participants that information they provided would be kept as a secret to safeguard their dignity. Their names would not be reflected anywhere in the research report. The questions were also phrased in a polite manner that would not humiliate the participants.
Anonymity	According to Berg (2009:91), the participants should remain nameless, and their wellbeing should not be compromised. In this study, the researcher did not use the participants' names in the collection of data. Instead, pseudonyms were employed. The research site also remained nameless, and the three selected rural secondary schools.

Voluntary participation	Consent was requested from the participants through completion of an informed consent form. The informed consent form emphasised the voluntary nature of participation and the absence of punishment for withdrawing from the study. The participants were informed that they were free to withdraw from the study at any time, should they feel the need to do so.
-------------------------	---

1.10 CONCEPT CLARIFICATION

1.10.1 Academic performance

Academic performance is described as students with high mental ability as demonstrated by IQ tests, and those who are higher in conscientiousness tend to achieve highly in academic settings.

A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness (Stumm & Hell, 2011). Academic performance is defined by learners' reporting of the past quarter, semester or academic year, analysing the performance of the expected outcomes for the current term. Williams (2018) mentioned that academic performance indicates a learner's academic success, in several factors, including grading, grade point average (GPA). People consider grades first when defining academic performance. This includes schools that rank learners by their GPA and awarding special designations.

1.10.2 School management

Refers to the wide variety of skills and techniques that teachers use to keep learners organised, orderly, focused, attentive, on task, and academically productive during a class. When school management strategies are executed effectively, teachers minimise the behaviours that impede learning for both individual learners and groups of learners, while maximising the behaviours that facilitate or enhance learning (Lemov, 2013). School management is responsible for the development, monitoring and support of the implementation of policies and programmes for improving the quality of education in rural schools will be an objective which monitors implementation of the multi-grade toolkit and the number of advocacy campaigns (Gina, 2018).

1.10.3 School leadership

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims (Waters & Marzano, 2006). The primary purpose of the school leadership is to ensure that academic goals are met and successful, through the process, material, development and training improvements. It the responsibility of the school leadership to fulfil the mission and vision of the school, to meet the school's academic goals and to ensure that relevant teachers are ready to teach and they are developed and trained.

1.10.4 Learners' motivation

Learners who are bored or inattentive, or who put little to schoolwork are unlikely to benefit from better standards, curriculum and instruction, unless schools, teachers, and parents take steps to address their lack of motivation. On the other hand, learners who are motivated to learn have higher achievement, show a better understanding of the concepts they are taught, are more satisfied with school and have lower dropout rates (James, 2013). McKay (2015) mentioned that teachers know that motivation matters. It is central to learners to learn; it helps determine how engaged learners are in their work, how hard they work, and how well they persevere in the face of challenges. Teachers, as parents to learners at school, need to motivate learners to always engage with their schoolwork so that the academic performance will be improved.

1.10.5 Role model

A role model is someone who serves as an example, whose behaviour is emulated by other people and consistently leads by example. Many of us have leadership roles, even though we see ourselves as specialists or professionals, yet we have probably never received guidance on how to set an example for others to follow. Role modelling is part of the way organisations function and for excellent organisations to succeed; yet it is often an implicit and unrecognised activity (Macaulay, 2010). A role model is different from mentoring and teaching in the sense that a teacher is someone who can teach you something or facilitate your learning, while a role model is a person from whom you want to gain some of their attributes (Dudenhausen, 2017). This aspect will

lead teachers to serve as the good examples to learners and that learners would love to be like their teachers as they grow, the learners should see their teachers as their role models and by so doing it will turn the academic performance in a good way.

1.11 PROGRAMME OF STUDY

The research will be conducted according to the following structure:

Chapter one is an introduction to the study and includes a brief historical overview of the existing problem, the problem statement, and the aims of the study and the methodology to be used. It outlines the motivation to conduct the study, contributions of the research and definition of concepts to be given.

Chapter two is devoted to a literature study sought to present factors influencing the poor academic performance amongst Grade 12 learners researched internationally, in South Africa and the Limpopo Province. All of these themes are discussed by the following approach of first considering the factors that influencing poor performance in Grade 12 by the school management team, followed by considering the factors that influencing poor performance in Grade 12 by teachers and lastly focusing on factors that influencing poor performance in Grade 12 by learners. Chapter two also deals with the continuation of the literature study on how learners, educators and parents can adversely influence the matriculation pass rate of Grade 12 learners.

In chapter three, the research design is described, and the research method(s) are explained for the empirical investigation. Discussions in this chapter will describe the type of research paradigm employed, the research instruments used, sampling procedures and data collection and data analysis techniques. This chapter also deals with the description of the population, procedures and description of the tools and its application.

Chapter four, as the research findings chapter, comprises of a discussion on the findings of the empirical investigation.

Chapter five is the concluding chapter. In this chapter, a summary will be given of the research results, supported or not, and conclusions and recommendations are made. Finally, interpretations and further suggestions for this study will also be made.

1.12 SUMMARY

Poor performance of learners at high school affects mostly those schools from poor socio-economic backgrounds; therefore, South African perspective is not different from the international perspective.

Low performance of learners should be viewed at holistically due to factors such as poverty, which has a special, racial and gender dimensions that in turn have determined settlement patterns of different racial groups in all provinces. Poverty is endemic in South Africa (Stats SA 2006) with high rates of unemployment, poor conditions of living and poor access to basic services such as electricity, water and sanitation. In rural areas there are no job opportunities, so learners are the ones who are the breadwinners in their homes, you may find that in rural schools, learners are selling sweets and fruits inside the premises and they cannot concentrate on their studies.

A good environment in schools will help in achieving good results and attain a good education that will bring outcomes. The majority of poor pupils attend schools in rural areas and townships in South Africa. These schools lack resources and are unable to produce learners who can compete with those who come from former Model C schools. These schools struggle to produce matriculates who meet university admission requirements.

In the next chapter, the factors influencing poor academic performance amongst Grade 12 learners researched internationally, in South Africa and the Limpopo, Province will be explained. A detailed description will also be given of how school management and teachers can adversely influence the matriculation pass rate in Grade 12.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one provided the background to the study, the research problem, the aims and objectives of the research, the methodology and design, and layout. Chapter two is devoted to a literature review sought to present factors relating to poor academic performance amongst Grade 12 learners researched internationally, in South Africa and the Limpopo Province. Also, a literature review will be provided to gather data from the literature on factors that are contributing to the unacceptable performance of Grade 12 learners, as researched internationally and within South Africa.

A literature review is a critical and in-depth evaluation of previous research. It is a summary and synopsis of a particular area of research, allowing anybody reading the paper to establish why you are pursuing this particular research programme. A good literature review expands upon the reasons for selecting a particular research question (Shuttleworth, 2009). A literature review helps the researcher to develop a theoretical framework and relevant the literature in this chapter will address the theoretical aspects of factors contributing to the unacceptable performance of Grade 12 learners.

This chapter aims to discuss the factors, which are contributing to the poor performance of Grade 12 learners in South Africa rural secondary schools. The theoretical framework that underpins this study will be discussed in the next section.

2.2 THEORETICAL FRAMEWORK

Systems theory is best exemplified by the work of David Easton (1965) who views public policy as a political system's response to demands arising from the environment. The systems theory provides a comprehensive perspective for designers to foresee the resistance to change and enables designers to understand the complexity of the educational system as a synthetic in the context of its community and the larger society. Wengrzyn (2013) explained the systems theory as a collection of parts brought together to accomplish some end goal or objective, if one part of the system fails or is

taken out, the system itself cannot work. For the systems theory, everything is part of a system. All pieces go together, and while it can indeed function if one part is taken out, the functionality is impaired, and the system itself has changed.

Harry (1990), as cited in Chikere and Jude (2015), explains the elements which are indicators of a quality system.

- Components: A system consists of more than one part called component elements of a system. A component refers to anything that is part of a system or sub-system. The term element implies the smaller components that one would wish to identify separately. Organisation of a system is the specification of relations between its elements.
- Connection: These components of a system are connected together.
- Structure: The form of this connection is fixed in an organised way called structure. The concepts of structure and organisation become more interesting in large systems, where more than just one or two possible structures or organisations may be considered.
- Interaction: The components affect each other by their presence in or removal from the system, which results from mutual interaction with the systems environment.
- Process: The changes resulting from these interactions are called processes.
- Holism and emergent properties: A system as a whole which exhibits property which only has meaning in terms of the interactive processes of its components.
- Identity: The properties of a system that enable it to be identified and separated from other things which are not part of the system.
- Environment: There are things which are not part of the system, which significantly affect it, but which the system can only marginally influence, called the environment of the system.
- Conceptualisation: a system is a concept whose particular form reflects the aims and values of the individual or group whose concept it is (Harry, 1990).

Systems theory focuses on the contributions to policymaking of interrelated forces. These forces include the environment as indicated, which makes demands (inputs) to the political system. The political system is thus a mechanism by which popular

demands and popular support for the state are combined to produce those policy outputs that best ensure the long-term stability of the political system. This study asserts that factors affecting the performance of Grade 12 learners are vast and intertwined, even beyond school and classroom inputs, said Mafukata (2016:72). Meaning the factors affecting learning, teaching and learner performance in Grade 12 learners were at most beyond school and classroom inputs. Hence, Anderson (2003:14) refers to the systems theory as the political systems theory. The inputs represent policy-relevant information such as perceptions, opinions, attitudes and demands. The inputs are then processed into outputs in the form of policies. The processing of inputs into outputs represents the consideration of decision-making of the policy input by the political system. The limitation of the system's theory is that it does not reflect the procedures and processes by which decisions are made, and policy is developed. Procedures and processes, particularly in a South African context, are important in understanding the extent to which the public participates in the development, implementation and evaluation of policy that will benefit them.

Like living systems, most organisations if not all, operate in constant interchange with their environment. They have many complex interactions and interrelationships within their boundaries. To survive, organisations must grow and achieve a dynamic equilibrium rather than return to a steady-state. It is for these reasons that general systems theory has come to be applied to the study of organisational phenomena such as the design of management planning and control systems.

2.3 STATE OF EDUCATION IN SECONDARY SCHOOLS GLOBALLY

2.3.1 United States of America

Lewis and Clark College (2017) stated that the American education system offers a rich field of choices for international learners. Secondary school consists of two programmes: "middle school" or "junior high school" and "high school". A diploma or certificate is awarded upon graduation from high school. After graduating high school (Grade 12), U.S. learners may go on to college or university. College or university study is known as "higher education", unlike in SA, where secondary school consists of General Education and Training (GET) band which covers Grades 7 to 9 and Further Education and Training (FET) band which covers Grades 10 to 12.

2.3.2 England

Secondary education (including what they call high school in the UK, sixth form, and “college”) lasts for five to seven years. Learners between 12 and 16 years old are legally required to attend a secondary school in the UK. This stage of compulsory education is called “lower secondary”. Included in the secondary school curriculum are all the subjects taught in the primary education. Learners also have to learn at least one foreign language, take citizenship classes, and attend personal, social and health education.

2.3.3 Finland

In Finland, there is the Upper secondary school which is a three-year programme that prepares learners for the matriculation test that determines their acceptance into a university. All teachers are required to have a master’s degree before entering the profession. There are fewer teachers and learners in Finnish schools; this is unlike in South Africa, where learners are many with few resources and teachers. In Finnish schools, there are no overcrowded classes and learners often have the same teacher for up to six years of their education. In South Africa or Limpopo, every subject has got the teacher, and in most cases, the teachers normally change when the learner changes the grade, so learners do not have enough time to know the teacher well (Colagrossi, 2018).

2.3.4 Singapore

In Singapore, the compulsory stage of secondary education lasts for four or five years. At the end of this period, all learners take an exam, and can then choose to continue to pre-university education if they score well. Schooling in Singapore is structured in a fairly way, with many different school types, although the Ministry of Education does provide a handy road map to explain their option (TransferWise, 2017).

2.3.5 Madagascar

Venart (2014) stated that Madagascar’s secondary education system suffers from low enrolment rates. Many developing countries in Africa Madagascar, use a western

language as the primary language of instruction in schools. This may be because of a shortage of teaching resources printed in the local language, the lack of faith in the local language, or the desire to compete in the global workforce. Teacher performance is very low and poor across Madagascar. In some area's learners reported one or more teacher behaviours including being mean, lazy, intoxicated or frequently absent, striking learners, locking them out of school buildings, and selling donated supplies. Low teacher attendance decreases learner performance. The main cause of absences is teachers travel, often long distances and by foot, to collect salaries at school district headquarters (Guerrero, Leon, Zapata, Sugimaru, & Cueto, 2012).

2.3.6 China

China has the largest education system in the world, and education is compulsory to all learners. Senior secondary education often refers to three years of high school education (Grade 10 to 12). In China, a senior high school graduate will be considered as an educated person, although the majority of graduates will go on to universities or vocational colleges. Admission for senior high schools, especially in selected high schools, is somewhat similar to the one of universities in China. Learners will go through an application system where they may choose the high schools at which they wish to study in order to their preference before the high schools set out their entrance requirements (Baosheng, 2019).

2.3.7 Australia

Compulsory education in Australia lasts until the end of the age of 16 in most jurisdictions. Schooling is not free, and tuition fees are charged even at public schools. Senior secondary education comprises Grades 11 and 12 in all jurisdictions. Fifteen subjects in the key knowledge areas of English, mathematics, science, history, and geography have been endorsed by all states and territories and usually form the core curriculum, in addition to other subjects, such as foreign languages, art and physical education. Graduation generally requires completion of certain minimum credit requirements in specific subject groups, and in most jurisdictions, passing of a final, jurisdiction-wide external examination in Grade 12 (Guan, 2017).

2.3.8 New-Zealand

In New Zealand, a learner must either be enrolled in school or be homeschooled between the ages of 6 to 16 years. Parents and/or carers are legally required to make sure that their child goes to school every day the school is open, unless they are sick, or need to be away with good reason. If your child needs to be away from school, make sure the school knows ahead of time (Ministry of Education, New Zealand, 2019).

2.4 STATE OF EDUCATION IN SOUTH AFRICAN RURAL SCHOOLS

The word “rural” includes that of “remote places away from amenities such as shops, tarred roads, and street light”. Carelse (2018) states that in many rural schools, there is indeed no transport nor school nutrition schemes. They were also incentives in the form of monetary allowances given to teachers working in rural areas, but this was not implemented uniformly or consistently by provinces

Motala (2007) states that in 1994, most schools in South Africa suffered from poor infrastructure and poor facilities, with under-qualified teachers dispensing a biased curriculum in overcrowded classrooms. Equalising education provision and opportunity in a deeply divided society is a complex and demanding challenge. Furthermore, he continues to explain that parents, teachers and officials, indeed all in the broader community, are working tirelessly to ensure that all our learners have meaningful access to quality education. Schools that experience inadequate assets to help learners may prompt underperformance, and, absence of assets hampers trade of information and sharing among learners and teachers (Dwane, 2015). Today thousands of South African learners continue to attend schools where poor infrastructure derails effective teaching and learning. By late 2010, EE (Equal Education) began to focus on a national struggle for minimum norms and standards for school infrastructure. Motshekga (2013) published the draft norms and standard, and it stated that every school should have an enabling teaching and learning environment consisting of educational spaces, education support spaces and administration spaces with adequate sanitation facilities; basic water supply; some form of connectivity where reasonably practicable and sports field that is accessible to people with disabilities.

Mvilisi (2013) added that most of the schools had some form of sanitation facilities, in almost all of them, the toilets were blocked, broken or filthy, making them unusable for large numbers of learners. None of the toilets had bathroom tissue or hand-washing facilities. Important educating assets are absent. In South Africa, students improve on perusing tests when they have their own duplicates of course readings (Zuze & Reddy, 2014).

A previous study has shown that there is a high rate of indiscipline in secondary schools. It has been observed that lateness to school, absence from school, noise-making, quarrelling, rudeness to the school authority, deliberate physical harm to others, forgery, cheating in examinations and host of others are daily happenings in the schools. All these tend to make the schools ineffective. Prinsloo (2013:63) stated that

“Good discipline does not happen by chance. It needs to be purposefully managed. Although there are various reasons for learners’ misbehaviour, the school environment is as much a factor as home circumstances and personality. Therefore, it is necessary to create a positive, disciplined school classroom aimed at preventing disciplinary problems”.

Sibanda (2017) stated that sometimes, schools put more emphasis on rewarding performance on academic aspect and ignoring the issue of positive behaviour. It also emerged that sometimes rewarded behaviour might not be permanent as it has been observed that if learners become too dependent on rewards; they might relapse in terms of behaviour if the rewards are withdrawn.

2.5 STATE OF EDUCATION IN THE LIMPOPO PROVINCE OF SOUTH AFRICA

The promise for many rural learners of a brighter future still not fulfilled even today. During the school hours, one sees while driving on schools’ roads, many uninformed learners walking to school or back home, as transport is entirely lacking or inconsistent. In this case, education is still a challenge for learners living in remote areas, where access to public transport is lacking to both teachers and learners and households are unable to carry this cost. Reality is when this lack of transport continues may lead to poor planning and lack of capacity in schools because both teachers and learners are late coming and absenteeism rate will be too high (Carelse, 2018).

2.4.1 Poor planning and lack of capacity

In most rural schools, teachers are subjected to the multi-grade teaching, and this can cause a serious challenge for the teachers in terms of planning lessons for the day for each period, how to balance their time to teach different grades, maintaining discipline, and it will as be difficult to assess the learners.

Du Plessis (2019) said that rural schools face severe challenges that are unique to their environment. A lack of capacity and poor planning in rural schools may lead teachers to experience numerous serious challenges. In rural schools, most learners do not attend school regularly as they are forced to work on farms, and they are not encouraged to attend school, they will lead to the multi-grading. The learners attend school often find the curriculum not relevant to their lives and find that their learning is not supported at home; at times, lack of qualified teachers may contribute to this challenge.

2.4.2 The lack of qualified teachers

In rural schools, there is a lack of qualified teachers, as many teachers do not want to teach in rural schools but urban schools. Lack of qualified teachers will lead to poor quality of teaching and learning and will as well affect the academic performance in a very negative way. Schools with a lack of qualified teachers will finally allocate any subject to any available teacher whether the teacher is qualified for the subject or not.

The lack of qualified teachers in most rural schools in Limpopo is a result of teachers' unwillingness to stay in rural areas due to social, professional, and cultural isolation. Inan (2014) argues that low salaries, a lack of access to professional opportunities, and the responsibility to take on multiple duties, are major challenges for teachers and affect their decisions to work or stay in rural areas. Due to the size of the rural schools and communities, fewer teachers apply for positions and teach in rural areas; then the teacher turnover rate will increase

2.4.3 Attractiveness of rural schools

Most rural schools are unattractive to teachers more so because most teachers of this days are still young and are technologically advanced, so in rural schools where there is lack of resources, become difficult attract qualified teachers. It is difficult to find qualified teachers who are prepared to teach multiple Grades or subjects and still adjust well to the environment and rural community.

2.4.4 Quality of teaching and learning in rural schools

In rural schools many teachers do not want to offer their services; instead, they apply for urban schools. As a result, most rural schools are left without teachers with many vacant, and it will take ages to fill in the vacancies, in so doing it affect the quality of teaching and learning negatively. Most parents in rural schools are less educated, and they are unable to monitor their children's effective teaching and learning.

Teachers in rural schools are required to provide quality education to rural learners so that they develop into informed participants in their communities and engage in the development thereof. Learner achievement in rural schools has become incredibly poor and varied, depending on the rural school attended (Du Plessis, P., 2019).

2.4.5 Curriculum challenges

Preparation and writing daily lesson plans form a large part of a teacher's work and being organised in a classroom (Pitsoe, 2013). Many teachers focus on planning and completing lessons in the quickest way possible, which does not result in quality teaching. Many Heads of Department lack knowledge about the instructional programme and cannot advise/mentor teachers on how to plan or improve their teaching.

The Limpopo Education Department has refuted that it has neglected learners at high school in the province who are being taught under trees because their dilapidated classrooms are unsafe. Spaul, N (2013) stated that Section 27, a public interest law centre, said learners had been taught under trees at Makangwane Secondary School in Maleboho-West Circuit in Non-Parella since part of the corrugated-iron roof was ripped off during a storm late in January 2018. The school is small, and it cannot exist on its own, said Sam Makondo Education department spokesman. Learners spent their

time sitting outside under trees because the classrooms were falling apart. At one point, a snake was found slithering in a dilapidated classroom. Looking at this kind of conditions, the learners have not been taught for some time, and the situation can affect the academic results in a very bad way. Shortage of classrooms and challenges due to school infrastructure may cause bad academic results.

Shortage of classroom space. Department of Basic Education mentioned that Section 27 (2013) is a public interest law centre that uses and develops the law to advance human rights. Department of Basic Education said that Section 27 (2013) carries out activities that seek to advance the right to basic education, particularly in the Limpopo Province of South Africa. Shortage of classroom space and overcrowding classrooms is one of the challenges concerning school infrastructure. Department of Basic Education said that Section 27 (2013) realised that due to shortages in classrooms, some Limpopo schools have up to 135 learners in each class. Where secondary school learners divide into separate classes for different subjects, one half of the class is held outside, exposing learners to the elements. Section 27 (2013) is preparing court papers to force the Department of Basic Education to improve the dire state of infrastructure in Limpopo schools. According to Madsen (2016), superior schools look to diminish or dispense with the negative symptoms related to poor learning conditions. They evacuate impediments to learning and educating, yet give an agreeable domain in which learners can exceed expectations, teachers can investigate new techniques and approaches, and the network can assemble and get included. The specialist made the supposition this is absent in Limpopo country schools. Deficient assets may truly make schools perform in all respects seriously, and the absence of assets now and again torments low-performing schools in low-pay territories.

Hudly (2013) found that irrespective of teacher credentials and subjects' specific concerns, in general teachers in high-poverty schools more often report having to work with out-dated textbooks in short supply, out-dated computers and other kinds of technology, and poor or non-existent science equipment, materials and labs. For some country youngsters, the guarantee of a more promising time to come after the finish of politically-sanctioned racial segregation stays unfulfilled, even today. For some learners in provincial schools, there is, in fact, no vehicle access, and there are no school nourishment plots either. The lack of water and cleanliness administrations still exists, and accessibility of a work area at school is a relaxation that cannot generally

be expected. Lack of foresight and absence of limit prompted steady interruptions, budgetary requirements and moderate conveyance of new/redesigned schools in numerous areas. This has left the division with gigantic accumulations in the conveyance of value training to country networks (Carelse, 2018).

The Department of Basic Education has published its latest School Monitoring Survey (2017), demonstrating where the nation's schools are improving and where things are deteriorating. The division in 2017 charged the study and tried to quantify the advancement of government-funded schools through to 2019. Over the real markers, the division estimated territories of concern including empty showing posts, teacher truancy, access to books and libraries, the usefulness of school overseeing bodies, and the adequacy of national tests.

2.5 FACTORS INFLUENCING GRADE 12 PERFORMANCE BY SCHOOL MANAGEMENT

2.5.1 Introduction

Educational managers should develop visionary qualities and the ability to achieve objectives by using goal setting and planning. Teams who function within the vision and mission of their school, however, should also have a vision and specific goals to achieve in their teams. Good communication is essential for effective teamwork because, without communication, people can become demotivated. The responsibility for good communication lies with every member of the team and not only with the team member (Steyn & Van Niekerk, 2008:116).

Martinon (2014) states that when employees are not recognised or given credit for a job very well done or immense efforts, they become demotivated. They lose interest and may not even want to try thinking innovatively, get some extra work done or even perform their role with feelings of obligation and energy because their boss does not seem to care or notice their hard work and dedication. There are different kinds of motivational techniques that are available to the motivator.

Clark (2009: 48) expressed that the principal is a representative of the instruction office and is relied upon to actualise its strategies and methodology to improve teacher

assurance and the school atmosphere. In the meantime, he is relied upon to deal with his school as per the desires of the school overseeing body; consequently, his mentality ought to be satisfactory consistently. The demeanour of the essential will be talked about on the accompanying element.

2.5.2 Attitude of the principal as an instructional leader

Principals of today are expected to be so observant and technologically advanced unlike in the olden days. Just as with the office staff, you as a teacher will probably have the ability to meet with the principal of your school before you begin working there. Principals' attitude is extremely important to the school as a whole. Price (2012) found that the attitudes of principals and teachers create an atmosphere for learning, often referred to as school climate that influences school effectiveness. The principal also functions as a teacher who is focusing on instruction along with (and) by the side of teachers. When principals are trying to help create such a culture, they begin to open the doors and say, "let's talk about our practice, let's show our student work, let's go look at each other's classrooms and see what we are doing". Abu-Hussain (2014) described that a school's culture greatly influences the processes that occur within it. This culture is based on the values, norms, attitudes, beliefs, behaviours and myths that lie at the school's core; a healthy culture serves as a constant source of inspiration to learning and development. The teachers who will benefit from that can facilitate matters by opening their doors and working with each other and bringing ideas to the table.

Uko (2015) portrayed that the key's frame of mind is particularly critical to profit the entire school with the goal that they can give the vital help to the staff. The school supervisory group headed by the primary must create, backing and furnish staff with learning and aptitudes to react emphatically to the regularly changing wonder of training to address contemporary societal difficulties. Abdulkareem (2011) opined that to accomplish this; there must be nonstop increment and ampleness of instructive offices because the current ones are regularly overstretched, ineffectively kept up and cannot give and cultivate alluring, inventive and amicable critical thinking abilities.

McConnell (2015) clarified that frame of mind could be the main contrast among progress and disappointment. Mentalities can lift or tear down a group. On the off chance that you need exceptional outcomes, you need great individuals with incredible

abilities and marvellous demeanours. At the point when frames of mind go up, so does the capability of the school. In examples where the spirit diminishes, the odds for positive outcomes go with it. Exceptionally able individuals accomplish more than perform at an abnormal state. They move and propel others to do likewise.

The principals are to be instructional leaders and to be able to organise the school for productive teaching and learning. Rowland (2015:1) explained that

“in the past, school principals had focused heavily on aspects of schooling that deal with maintaining operations and managing discipline issues. Recent reform efforts, including increased attention to measuring and acting on data about teacher effectiveness, have shifted the role of the principal into a leader of teaching and learning”.

While numerous principals have been prepared to oversee such things as ace calendars and contracts, they are presently called upon to see better the substance of guidance and the strategies for encouraging important to help understudy learning.

Principals ought to guarantee that teachers get quality guidance both inside and outside the homerooms. A decent man ought to have a decent and inspirational mentality as it additionally encourages the learners to discover imaginative approaches to like school and teacher like their work. The natural inspiration prompts checking, surveying and building frame of mind prompting increment or reduction in the anxious to obtain information. Pathak (2013) explains that teachers' attitudes play a very important role in learner development. In this instance, the two most important factors are confidence and maturity. Both these facets play a crucial part in shaping the teachers' attitude and behaviour towards the learners and also affect the teaching-learning process.

The school principals ought to have a decent association with staff, learners and guardians. The school principals ought to be set up to assume a decent job in engaging instructors to accomplish great scholastic execution. The important that offers thoughts and power with teachers is a decent pioneer. DuFour and Mattos (2013) explained that in a professional learning community, principals and teachers engage in collective inquiry to decide on the work that will most benefit their learners.

Principals' jobs in giving instructional assets: to give the viable administration of the instructional programme of a school, physical assets, for example, homerooms, research facilities, libraries, stationeries and instructional assets are significant for the way of life of educating and learning and the accomplishment of instructional targets (Geleta, 2015). The challenge of insufficient resources to assist learners may be discussed as it may result in achieving poor results in learner's performance.

2.5.3 Ineffective school leadership

Buchberger (2016) characterised school initiative as a procedure of impact basic leadership that spotlights on setting by and large school and basic leadership objectives, which are aimed at changes and advancements. Hands-on administration is an innovative technique to execute thoughts planning just propensities, for example, shared basic leadership subsequently prompting intensified exertion and efficiency.

School leadership should always involve other stakeholders when making decisions. Teachers, parents and School Governing Body should be part of the some or most of the decision taken by school leaders. Ristea (2014) expressed that the partners must take an interest in each gathering and vote in favour of the best choices to be taken yet also, they may submit a proposition to improve various parts of school activities. It is significant for decisions and arrangements to be made by and large driving bound together executions. This will help with the improvement of compelling schools.

Offering perspectives and thoughts to others is imperative since when you as the teacher share obligations with others, you will not experience any issues whenever in because individuals will go to their various exercises and assigned obligations inside the school. The procedure of basic leadership is mostly on the shoulders of leaders, and school leaders frequently are unfit to choose and execute specific choices for their schools. The association with partners is divided and shallow because their help is not adequately used (Androniceanu & Ristea, 2014).

A leader should communicate decisions clearly to followers to eliminate ambiguity. Effective feedback also supports followers to make better decisions (Mykkanen & Tampere, 2014: 131-146). Tutoring has turned out to be progressively perplexing in

reason and structure, and along these lines requires proper types of administration to address this test. A specific administration approach getting consideration broadly and all around is distributive initiative. Distributive administration broadens the limits of authority, offering to ascend to the idea of educator initiative. In a distributive administration condition, educators take on more prominent initiative duty (Naicker & Mestry, 2013). In schools, effective teacher involvement in decision making can be an approach to practising participatory leadership, and this will help to distribute leadership more effectively.

It is essential to understand that since somebody is in an authority position does not mean they ought to be, and not all pioneers are made equivalent. For a school which has broken authority, the odds are extraordinary that scholarly presentation would be low. The issue of why numerous associations is experiencing ineffective leadership is an acknowledgement issue; they cannot appear to perceive great pioneers from terrible ones. Table 2.1 describes the factors that are leading to ineffective school leadership.

Table 2.1 Factors that are leading to ineffective school leadership (Myatt, 2011)

FACTOR	DESCRIPTION
Poor character	A leader who lacks character or integrity will not endure the test of time. It does not matter how intelligent, affable, persuasive, or savvy a person is, if they are prone to rationalising unethical behaviour based upon current or future needs, they will eventually fall prey to their own undoing.
Lack of performance	Nobody is perfect, but leaders who consistently fail are not leaders, no matter how much you wish they were. While past performance is not always a certain indicator of future events, a long-term track record of success should not be taken lightly.
Poor communication skills	Great leaders can communicate effectively across mediums, constituencies, and environments. They are active listeners, fluid thinkers, and know when to dial it up, down and off.
Lack of focus and follow-through	Those leaders who lack the focus and attention to detail needed to apply leverage and resources in an aggressive and committed fashion will perish. Leaders who do not possess a bias toward action, or who cannot deliver on their obligations will not be successful.
Not forward-looking	No vision equals any leadership. Leaders satisfied with the status quo, or who tend to be more concerned about the survival than growth will not do well over the long run. The best leaders are focused on leading change and innovation to keep their organisations fresh, dynamic and growing.
Not accountable	Real leaders are accountable. They don't blame others, don't claim credit for the success of their team, but always accept responsibility for failures that occur on their watch. Most of all, leaders are accountable for their team.

2.5.4 Teachers need support to improve

Some of the learners are struggling to understand some lessons without having the resources and materials at hand or practically so, it will be very easy for them to enjoy the lessons if the proper resources are available in schools to avoid a high rate of drop

out in schools. SOPAA (Systems-Oriented Plan for Academic Achievement, 2010) for schools stated the following common challenges that educators are facing when trying to assist learners:

There is a compelling school-wide framework set up to distinguish learners with learning challenges; most teachers in the school do not have the preparation and assets to choose and utilise an exploration-based intercession. Learning handicaps are both genuine and lasting. However, a few people never find that learning handicaps are in charge of their deep-rooted troubles in such regions as perusing, math, composed articulation and in understanding (Cortiella & Horowitz, 2014).

There is no established system in the school for identifying all learners who struggle in the core academic areas such as reading, maths and writing, so some learners continue to “fall between the cracks,” with their problems unaddressed until their skills deficits are so severe that they require more resources and are harder to address. Spell checkers are one tool for managing learning disabilities; learners should work at their own level of mastery and gain fundamental skills before moving onto the next level (Direct Instruction, 2014).

There are deficient assets inside the school, or an inadequate framework, for checking understudy advance because of intercession. Subsequently, teachers experience extraordinary trouble deciding if learners accepting intercession are profiting by it. It appears learners’ less fortunate results might be in any event halfway because of the lower desires for their teachers; national information show teachers hold desires for learners named with learning inabilities that are conflicting with their scholastic potential (Shifrer & Dara, 2013). For example, if a learner takes an academic test and it indicates that the learner struggles with reading comprehension, parents can request speech and language support or classroom accommodations, such as extra time to complete reading and writing tasks (The Special Education Process Explained, 2013).

2.5.5 Lack of parental involvement

All families are keen on the training and prosperity of their kids. Great family-school connections support a solid association that advantages everybody. Building up incessant, continuous co-operation enables families and educators to end up alright with one another. Telephone calls, messages, notes, home visits, meetings, and the everyday association toward the start or end of school are a portion of the approaches to stay in touch. Association enables guardians to screen school and study hall exercises and to arrange their endeavours with instructors to energise satisfactory study hall conduct and guarantee that the youngster finishes schoolwork. Parental association in school and positive parent-teacher co-operation has likewise been found to influence instructors' self-recognition and occupation fulfilment decidedly (Noel, Stark, Redford & Zukerberg, 2013). It is the school's business to force guardians in and help them comprehend what they can do. Whenever teachers and parents have powerful lines of correspondence and a confiding in a relationship, learner accomplishment improves. Home visiting is a solid way to grow such connections.

At the school-level, home-visiting programmes allow teachers to meet with a family in the family's home to discuss educational issues such as attendance, literacy and maths achievement (Weyer, 2016). Parents, who get to know their learners' teachers, about the curricula and the teachers' educational methods, are more likely than those who do not to help children with homework and ensure it is completed (Stephney, 2015). Both need the best for the learners. Expelling the youngster from the parent and teacher correspondence procedure can mitigate a significant part of the correspondence brokenness. There is unquestionably a significant spot for the youngster to be a piece of the procedure. Be that as it may, there is additionally a spot for teachers and parents to fabricate their very own relationship.

Parents, as well, can support correspondence. They can advise teachers regarding things occurring at home that may influence learner conduct, a pending separation, genuine sickness, birth of another infant, a change or expansion of a prescription, or a parent on an all-inclusive excursion abroad are on the whole instances of things that can support teachers. Kids who unequivocally article to going to class, detest a specific subject, are being harassed or have an excessive amount of homework been other useful things to talk about with teachers (Curwin, 2012).

2.5.6 Poor behaviour in schools

Effective principals also need to have a high level of emotional intelligence and interpersonal skills. The school leadership must be competent and dedicated; the consequence of such is excellent performance and decreased truancy of learners and the lack of absenteeism from staff members. Sullivan (2017) referenced that most teachers would reveal to you that restraining students is one of the hardest pieces of their activity; 53 % of teachers are focused on the learners' conduct. Instructors should not be left to oversee discipline independent from anyone else; it is increasingly successful if the school bolters staff and teachers co-operate to determine learner conduct issues. Forceful and savage conduct in learners is less normal; however, when it happens, teachers are regularly left inclination stunned and helpless.

Where the school authority, learners and the teachers are successful and trained then the school condition viable for the learners, teachers and again, parents would likewise draw in themselves into their kids' instruction, and things would unfurl with no problem. The setting of learning is a union of relations and physical characteristics to improve learning knowledge. It incorporates the study hall and the board methodology, just as how the space is sorted out, outfitted and kept up (Redd, 2015).

Table 2.2: Effective behaviour management in schools

Effective behaviour management in schools	
A consistent approach to behaviour management	As we stopped punishing children who struggle with academic learning many years ago, now is the time we stop punishing children who struggle with behaviour (Taylor, 2013)
Classroom management	An inconsistently followed classroom management plan is one of the most common teacher mistakes. It is also among the most detrimental (Linsin, 2013).
Power of school leaders	The power of school leaders is vested in their capacity to persuade and influence, rather than to direct (Morris, 2013).

Rewards and sanctions	Rewarding pupils for positive achievement is considered to be extremely important in developing a positive ethos and a culture of praise. Sanctions should be used as a last resort, education and positive relationships between teachers and learners, and between the learners themselves are greatly preferable (St John's school, 2014).
Behaviour strategies and the teaching of good behaviour	Most teachers are not surprised to learn that successful behaviour management is crucial to both learners' success and to their own sanity. However, they might not be sure which behaviour management strategies have the most impact. When behaviour management is talked about in many schools, the conversation focuses on the importance of rules and routines, appropriateness of punishments or consequences and need for 'admin' to do something about it (Killian, 2016).
Staff development and support	Learning can improve when teachers witness and implement the 'good' practice of other teachers, not just in their own school but other schools across the wider community. With the rise of school collaborations, there is a growing understanding of the need for schools to perceive learning from the perspective of the recipients (Bates & Watt, 2015).
Pupil support systems	Pupil support needs to be tailored to individual needs. What works best will vary from pupil to pupil and from school to school. The pupil needs to be involved in the design and delivery of support and schools must engage effectively with external agencies, families, communities and employers (Lauren, 2015).
Liaison with parents and other agencies	Parents are encouraged to take part in school life. A parents' forum should be established that

	should encourage parents to lead and support many aspects of School Improvement. 'Parent Reps' encourage other parents (Ysgol & Foryd, 2013).
Managing pupil transition	The end of the school year can be a nervous time for learners, especially for those who will be making a major transition into elementary school, middle school, high school, or college in the fall. For these learners, there are many curiosities and questions about academic rigour, managing a social life, handling coursework, and worries about using a combination lock (Davis, 2016).
Prevent bullying	Bullying is an enormous problem, and we must all do our part to impact it. The reality is that no one is to blame, yet everyone is responsible. We all can work to prevent bullying, be it on a school- or classroom-wide basis, or even at home (Obrien, 2016).
Ensure that pupils complete assigned work;	Learners see little or no meaning in the assigned work but expend effort merely to avoid negative consequences that are passive compliance. Learners are disengaged from assigned work and make no attempt to comply but are not disruptive to the learning of others (Hurst, 2013).
Regulate the conduct of pupils	Carroll Values Education (2013) showed that the board of education of Carroll County knows that its role is to educate all children and that education does not happen when a child is suspended and sitting at home all day. They have policies to prevent that and programmes to continue every child's education in a manner that is best for them as well as for the other children. These policies must be allowed to continue.

2.5.7 Progression policy

As the branch of fundamental training changes the educational programme after some time, the movement arrangement is likewise changing regarding how learners should advance to the following evaluation with what pass necessities. The division is doing this to improve appraisal for figuring out how to guarantee quality and effectiveness in the scholastic accomplishment.

Pocket guide to South Africa (2014/15) stated that one of the most significant achievements in South Africa was the reaffirmation and attention given to the role of indigenous knowledge and practices regarding sustainable living, sustainable development and caring for the well-being of future eco-systems.

The following two statements from the National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R to 12 (N4PR) is of utmost importance when deciding on the movement of learners from one grade to the next: “A learner who does not meet the requirements for promotion can be progressed to the next grade. In order to prevent the learner being retained in the phase for longer than four years”, and promotion for grade to grade through this phase within the appropriate age cohort should be the accepted norm.

The aim of the Department of Basic Education (DBE) is to develop, maintain and support a South African school education system for the 21st century in which all citizens have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa. The DBE 2014/2015 presented the task team’s findings and recommendations to the Portfolio Committee on the report looking into the promotion requirements for the National Senior Certificate (NSC). Some requirements included the retention of Mathematics Literacy and Mathematics following concerns around the NSC. The 30% pass requirement was one of a small component of the pass requirement, and it does not encapsulate the standard of NSC. The NSC reflected an equivalent if not higher standard in certain aspects to the old Senior Certificate (SC) and the requirements for admission to bachelor studies were higher in the NSC than the old SC given that a candidate has to obtain a pass in four subjects at 50%. National Policy stated that learners in Grades 10 to 12 would be

promoted from grade to grade if they have offered and completed the School-Based Assessment (SBA), Practical Assessment Tasks (PAT), where applicable, oral assessment and end-of-year examination requirements in no fewer than seven subjects as contemplated in the policy document, National Protocol for Assessment Grades R to 12 and the Curriculum and Assessment Policy Statements (CAPS) of the various subjects. DBE Circular of E35 (2015) reflected on the Regulations pertaining to the National Curriculum Statement Grade R-12, promulgated per Notice No R1114 in Regulation Gazette No. 9886 of 28 December 2012 states that a learner may be retained only once in the Further Education and Training (FET) Phase in order to prevent the learner from being retained in this phase for longer than four years. This implies that a learner who has not met the promotion requirements in either Grade 10 or Grade 11. After repeating the grade, they may be progressed to the next grade.

At the meeting of the Council of Education Ministers (2015), it was agreed that the following criteria should be used to determine learner progression to the next grade. Learners should only be progressed if they satisfy the following criteria:

- The learner must have failed to satisfy the promotion of either Grade 10 or Grade 11 and repeated either Grade 10 or Grade 11.
- The learner must have passed the Language of Learning and Teaching (LoLT) and another three of the seven subjects offered.
- The learner must have attended school regularly. Absenteeism over 20 days, without a valid reason, will disqualify the learner from being progressed.
- The learner must have complied with the prescribed school-based assessment (SBA) requirements for that academic year.

2.5.8 Learners' support programmes

Regardless of whether the movement strategy and the pass prerequisites change, it might a bit disappoint the learners and their instructors; in this way, there ought to be learner bolster programmes so learners ought to be spurred and observed. Learners' help programmes will support the learners while they are at school and when they are leaving school to go to tertiary establishments. Department of Basic Education Annual Performance Plan (2015/2016) stated the following learners' support programmes

amongst others. Table 2.3 indicated learning support programme available to schools to support learning.

Table 2.3: Learning Support Programmes (Department of Basic Education Annual Performance Plan (2015/2016))

LEARNING SUPPORT PROGRAM	
Support Programmes	SUPPORT PROVIDED
Introduction to the Maths, Science and Technology conditional grant	The Department reconfigured the Dinaledi Schools and Technical Secondary Recapitalisation conditional grants into one grant that will be known as the Mathematics, Sciences and Technology Conditional Grant.
FunzaLushaka bursaries	The Department offers FunzaLushaka bursaries to prospective teachers to ensure an adequate supply of qualified recruits to the education system in specific areas, such as Mathematics, Science and Technology. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS).
National School Nutrition Programme (NSNP)	The NSNP has three focus areas, namely, school feeding, promotion of nutrition education and school food gardens. The programme is conducting an impact evaluation in collaboration with the Department of Monitoring and Evaluation.
Learning and Teaching Support Material (LTSM)	The National Catalogue of CAPS-aligned textbooks (Grade R-12) will facilitate the timely procurement of LTSM in all Grades. The Department will monitor and support provinces to manage the procurement and delivery of textbooks and stationery for the year 2015 academic year through a Basic Education sector plan for the procurement and delivery of LTSM that will include regular reporting to ensure adherence to the time frame.

School Sport and Enrichment	School sport is integral to the holistic development of the learner and also a critical catalyst in fostering social cohesion, team building and youth development, as well as individual and group discipline. Physical activity and sport advance good health and strengthen the child's physical and social development. Annual Performance Plan (APP) for 2015/2016 (DBE).
-----------------------------	--

This bit introduced the hypothetical structure and writing survey. From the academic survey displayed, it has demonstrated those frames of mind of learners, teachers and guardians' inclusion or commitment in evaluation of 12 learners' exhibition. The truth is that we should know the reason for this mentality that adds to the horrible showing of evaluation of 12 learners, or else we will not discover the answer for this test.

The researcher does accept that this examination probably will not be the main answer for some challenges identified with the terrible showing of evaluation of 12 learners. The following area examined the contributing elements to the poor execution of evaluation 12 learners by teachers.

2.6 SUMMARY

School directors are the factor among others, which add to the lacklustre showing of evaluation of 12 learners. School directors ought to make a decent instructive condition and need to invest much energy with other individuals and different partners. This assists them with different perspectives on the most proficient method to get things going in school, and the administrators must be sure and like themselves because of the picture that they planted in school and to the general population. Use sorts of inspirational strategies, either open or private applause to workers and learners. Include teachers and guardians in the school, basic leadership can also make things simple for the school chiefs and can help school for beneficial instructing and learning.

2.7 FACTORS INFLUENCING PERFORMANCE OF GRADE 12 LEARNERS BY TEACHERS

2.7.1 Introduction

The researcher believes that sometimes the causes of poor academic performance might be yielded because of poor teaching, due to a gap between materials used to teach and evaluation instruments, especially those used for international purposes. These gaps need to be filled. As teachers, we need to go an extra mile and focus to learners in the classroom and further to the family, to the environment and the social world of both learners and the group. Any learner with poor performance should be a serious concern to a committed teacher.

2.7.2 Set expectations for learners

Teachers are supposed to make sure that learners understand what is expected of them and also help those learners to accomplish that. Teacher and learner should work hand in hand to conquer that. Kelly (2012) mentioned that learners must understand what they are expected to learn before they can take responsibility for their own learning. In many instances, learners have incorrect conceptions of what they are learning, why they are learning it, and what quality work looks like.

Programmes like Keeping Learning on Track (KLT) help provide teachers with practical classroom techniques and educational strategies to help them identify and share the intended learning and criteria for success with students. This enables learners to understand better what teachers expect them to know, understand, or be able to do, as well as what constitutes a proficient performance. This allows learners to support each other and take responsibility for their own learning by helping them accurately and appropriately evaluate learning against shared adjustments to learning.

Alix (2012) stated that, as she was looking at how teacher expectations can affect the performance of the learners they teach. Seven teacher strategies can change the expectations of the teacher. Alix (2012) offered these suggestions for teachers who want to change their behaviour towards problem learners:

Table 2.4: Teacher expectations towards behavioural improvement (Alix, 2012)

Strategy	Teacher expectations
Watch	Watch how each learner interacts. How do they prefer to engage? What do they seem to like to do? Observe so you can understand all they are capable of.

Listen	Try to understand what motivates them, what their goals are and how they view you, their classmates and the activities you assign them.
Engagement	Talk with learners about their individual interests. Don't offer advice or opinion – just listen.
Experiment	Change how you react to challenging behaviours. Rather than responding quickly at the moment, take a breath; realise that their behaviour might just be a way of reaching out to you.
Meet	Each week, spend time with learners outside of your role as “teacher”. Let the learners choose a game or other non-academic activity they would like to do with you. Your job is NOT to teach but watch, listen and narrate what you see, focusing on learners’ interests and what they do well.
Reach out	Know what your learners like to do outside of school. Make it a project for them to tell you about it using some medium in which they feel comfortable: music, video, writing, etc. Find both individual and group time for them to share this with you. Watch and listen to how skilled, motivated and interested they can be. Now think about school through their eyes.
Reflect	Think back on your own best and worst teachers, bosses or supervisors. List five words for each that describe how you felt in your interactions with them what specifically did they do or say that made you feel that way? Now think about how your learners would describe you. Jot down how they might describe you and why. How do your expectations or beliefs shape how they look at you? Are there parallels in your beliefs and their responses to you?

2.7.3 Monitor learner’s progress and provide the opportunity to learn

Learner’s progress should be checked time and again and during instruction not only during formal assessments like tests and assignments. This will also help the teacher whether there is a need to re-teach the essential content or not or maybe can help the teacher to gauge when to adjust teaching.

Evertson (2013) stated that the amount of informal assessment that is feasible depends on the available time and the importance of the information. Informal evaluations are achieved by obtaining samples of oral, written, or other performance denoting chance to judge the extent to which learners have the preferred knowledge

or qualities. Emmer and Evertson (2013) also said that checking for learner's understanding includes the following:

Table 2.5: Monitoring learner progress (Emmer & Evertson, 2013)

When to monitor?	Strategies to follow during the monitoring process
At the beginning of a presentation	The teacher asks several students to define basic concepts that were covered previously, and that will be needed to comprehend the presentation.
During a presentation	The teacher asks learners to write their answers to a pertinent question. She then moves among the class to read learners' answers.
During group activities	Learners, seated in groups, are given a problem to discuss and solve – the teacher asks one learner in each group to summarise its solution.
Halfway through a presentation	The teacher conducts a recitation on the lesson's main ideas up to that point.
At several times during a lesson	The teacher displays on the overhead screen a multiple-choice question on a critical point. After learners record an answer, she asks for "hands" to indicate response choices
During a content, developmental activity	The teacher looks around the room frequently, observing learner behaviour, he also moves among the learners as they work on a short classwork exercise, looking for evidence that learners can perform the task.

While teachers are monitoring learner's progress, they should also provide an opportunity for those learners to learn more. Granting a chance for learners to gain knowledge can involve teaching methodologies to assist teachers in assisting learners in comprehending what is hoped or from them. The teacher can apply direct instruction as a teaching strategy. Killen (2013) mentioned that the term direct instruction or explicit instruction usually refer to whole-class expository teaching techniques.

Basic forms of direct instruction include lectures and demonstrations. When using effective and direct instruction, the learning outcomes and success criteria are made clear to learners before instruction starts. The teacher prepares and moderates the chronology of all teaching tasks.

The Department of Basic Education, 2011-2015 released the study guide series called *Mind the Gap* study guide for Grade 12 learners. These study guides were another innovative and committed attempt by the Department of Basic Education to improve the academic performance of Grade 12 candidates in the National Senior Certificate (NSC) examination and to keep teachers accountable for effective learning during lessons.

2.7.4 Teacher accountability

When teachers are providing learners with that opportunity to learn, they (teachers) should also learn to be accountable for their own work. It is the teacher's responsibility to account when the learner is not doing well in class, and the teacher should also try different strategies to help that particular learner so that it could be easy for the teacher to account. Sheninger (2015) mentioned this to all those who strive to entertain teachers by enforcing accountability frameworks that are of no aid to learners progress in life and pursue their wishes. Sheninger (2015) continues that there need to be creative ways to hold teachers accountable so that a school-wide focus on relevant learning becomes the norm. Help furnish instructors with reasonable homeroom methods and instructive methodologies to help them recognise and share the proposed learning and criteria for progress with understudies. This empowers learners to see better what instructors anticipate that they should know, comprehend, or have the option to do, just as what comprises a capable execution. This enables learners to help one another and assume liability for their very own learning by helping them precisely and suitably assess learning against shared changes in accordance with learning.

Hutchings (2015) mentioned that one point of responsibility measures is to improve accomplishment. There is proof that high stakes testing results in an improvement in test scores since teachers centre their showing in all respects intently on the test. Starting late, there has not been demonstrated that responsibility methodologies can diminish the accomplishment hole among learners and the partners. There is no proof so far that responsibility measures can diminish the fulfilment hole between burdened learners and their friends. Motshekga (2014) stated that the government would empower principals to manage their schools, and they will be held accountable for

maintaining a high standard of education in schools. All principals and deputy principals will enter into performance contracts in the future with clear performance targets. This will help to strengthen accountability in and district support for schools.

There is evidence that disadvantaged children, who on average have lower attainment than their peers and are therefore under greater pressure to meet targets, can become disaffected as a result of experiencing 'failure', and this is being exacerbated by recent changes to the curriculum to make it more demanding and challenging. The accountability system must recognise the achievements of all pupils. Inspectors and others will consider the cohort of learners when making judgments about a school. They will also consider the progress of pupils with very low prior attainment (Department for Education, 2013). While teachers are accountable for their work to the learners, they should also try to build these learners by mentoring them. Good teachers assess children regularly to inform teaching, provide feedback to learners and to communicate children's progress to parents. This assessment does not need the government to prescribe how it should be done (Department for Education, 2014).

2.7.5 Mentoring of learners to improve their learning and achievement

Teachers should be accountable for their work at school and also make sure that learners are being mentored. When mentoring the teacher should support the learners by listening to and helping the learners to solve encountered problems. Teachers should also mentor learners by demonstrating effective teaching to learners. Owen (2015) stated that mentoring is a developmental alliance between equals in which one or more of those involved is enabled to: increase awareness, identify alternatives, initiate actions and develop them. With a developmental approach, the focus is on personal and professional development, as opposed to a functional or process-focused emphasis.

Other key aspects of this approach include: promotion of mentee voice to aid cognisance of shifts in perspective and thinking; enhanced motivation; recognition/celebration of positive growth, provision of a mirror to extend the mentee's self-awareness (Stokes 2011: 8) and introduction of challenge to promote self-examination and further development of alternative perspectives' (Stokes 2011: 8).

These factors help mentor and mentee to be aware of indications' that the relationship may be transformative and growth-producing for both partners' (Stokes 2011: 8). When a teacher is accountable for his work and also could be able to mentor learners, then things will be easy for him to manage he could begin to enjoy teaching smarter but not harder because all the systems would be in place.

2.7.6 Teach smarter and not harder

Being a good teacher costs a lot and is an essential undertaking. It needs to take a lot of a teacher's attention to do his work right, and teaching has never been easy. However, it is due to possibilities, accountability, and persistent mutation that we could get the teaching right while it is very difficult to do them at all. Heick (2016) stated that the response to these challenges is a mix of building-level professional development, self-directed teacher improvement, and a troubling amount of teacher burnout. Heick mentioned seven strategies on how to work smarter, not harder as a teacher.

Table 2.6: Work smarter, not harder (Heick, 2016)

Strategy	Action by teacher
Place the big rocks first	This is not a matter of simply "prioritising", but rather aggressively and strategically prioritising. As a teacher, the primary survival strategy is to prioritise. It might not make sense to suggest focusing on certain things; because that implies that you neglect others. The teacher cannot do everything, and if you are only going to be able to do certain things, better start with what is most important.
Use technology to automate	Using technology to automate learning has gotten a bad rap, and for a good reason. It is the way of the lazy, unimaginative, and inefficient.
Know yourself	Know yourself - your sweet spot as a teacher, facilitator of learning, colleague, and teacher leader. Know your good side, your weak spots, and the needs of those around you.
Teach in the moment	Take a Zen approach to your teaching. No matter how the last class went, the fact that Grades are due, or the unscheduled walkthrough that missed the best part of your lesson and caught you the only ninety seconds you were not setting the classroom on fire with

	wisdom, teach in the moment without regret for the past or worry for the future.
Advocate for yourself	Especially in terms of time. Protecting your planning period by shutting your door is not “backwards teaching”, it is a survival strategy. Asked to join too many committees or other projects that distract you from your priorities as the teacher? This one is tricky because there is a thin line between advocating for yourself and shirking your moral and professional responsibility to help the school run.
Find new measures of success	It is not your classroom, those are not your standards, those assessments are not for you, and your name is not on the school. The uptick or downturn of their reading levels, or the movement of all the high apprentices to proficient or proficient to apprentice - even the learner who tearfully and in great detail explains that you are the alpha and omega of their educational experience, and they only come to school for your class - are not failures or successes.
Open your classroom doors wide	When things get hard, depending on your personality type, you may be tempted to do more in a here, let me do it approach. And, it is this kind of thinking that gets us in trouble as teachers.

Neer (2014) mentioned that for class routine, research has consistently demonstrated that long lectures are deadly for learning. Having learners take copious notes and studying from them is a recipe for working harder. To work smarter, it's wiser to break up the class into chunks, start with a short talk about concepts, then take some time to practice skills, engage in some peer discussion, and then do a little independent practice. This kind of routine is a balance of rest and activity that maximises growth, and when things get hard, depending on your personality type you may be tempted to *do more in a here, let me do it approach*. And it is this kind of thinking that gets us in trouble as teachers.

It is likewise, progressively agreeable. Maintenance is better when there are more “pieces” of learning. This likewise co-ordinates the advanced propensity to get data in nibble size pieces, for example, short news cuts, short recordings, short rundowns, brisk queries on web crawlers, short discussions, and so on the thought is to go for quality over amount. At the point when every one of the frameworks are set up, and

the teachers start to savvy however not hard, at that point, it would be simple for the learners to invest the vast majority of their energy taking a shot at their very own with the instructor checking and learners will receive a learner-focused mentality.

2.7.7 Learner-centred attitude with core values

Where the teacher does not teach smart, it will also affect the learners to can work on their own or apply a learner-centred attitude. Learner-centred attitudes help the learners to gain knowledge more and also the teacher to can grab where the learner could not understand well so that the teacher can re-teach the section again. Bogdan (2016) stated that education in our middle schools and high schools these days is rapidly changing.

The old notion of a classroom where the learners are sitting quietly and neatly in their seats, while the teacher is up front pouring pearls of wisdom and knowledge into their brains is absurd. Learners seem to know that once a teacher stands up in front of the room and starts “teaching”, not only is their life going to get very boring very quickly; the end results will be that there will be more quizzes and tests to fail and more opportunities to end up feeling dumber and dumber. Successful schools are learner-centred, not adult-centred. A teacher’s role is to have frequent, supportive, yet motivating communication with learners (Pivot Charter School North Bay, 2013). The learners finally text their friends, or get some sleep, or interrupt the teacher with a myriad of cleverly constructed distractions. Although stakeholders agree with the principle of learner-centred learning, most believe that it can only be successfully implemented if the content of subject curricula is reduced (Ministry of Education and Employment, 2012).

The teacher who intends to stand in front of a school or middle school class and “teach” is in a constant battle. Bogdan (2016) continued that learners come into the classroom with the same attitudes and expectations as the society in which they live. Fortunately, not all learners are so uninformed. Increasingly more of society everywhere, and thus, numerous learners, are requesting an instructive framework that works for and with them. These learners are not exhausted. They are extremely inquisitive, anxious to learn, and willing to take the necessary steps to learn. To make a learner-focused learning condition, the learning space must be organised in a manner that uses the

space completely for learning. Presentations bolster learning and grandstand learner work (Spotsylvania County Public Schools, (SCPS) 2013/2014). The researcher believes that the learner-centred learning environment enables a teacher to deal effectively with all types of learners in the same classroom.

Learner-focused learning conditions are dynamic situations where the teacher directs the learning. Even though the nearness of advanced devices and assets does not naturally change the homeroom learning condition into a learner-focused space, the fitting incorporation of computerised assets underpins self-coordinated learning and expanded learner – to learner learning encounters that are related with learner-focused learning situations (Moeller & Reitezs, 2011). A learner-centred learning context motivates learners to gain self-reliance and eventually take control of their own education. In a learner-centred school, education is both a shared mission and a collaborative effort among learners, faculty, personnel, administrators, alumni, and parents (Tang, 2016).

Al Humaidi (2015) said learners of the 21st century are relied upon to have life and vocation abilities, learning and development and data and correspondence innovation aptitudes. The steadfast obligation of instructors is to guarantee that these aptitudes are advanced particularly in advanced education establishments. The instructing and learning practice, system and game plan are consistently changing to cook for these requests. Al Humaidi kept demonstrating the contrasts between learners focused learning and instructor focused learning. The following continuum lists some characteristics of both of them (Training Module Series, 2012).

Table 2.7: 21st-century learning skills (Training Module Series, 2012)

Learner-centred Learning	Teacher-centred Learning
Learners have choices and control over their learning.	Learners do not have choices and control over their learning.
Learners are active.	Learners are passive.
Power is primarily with the learners.	Power is primarily with the teacher.
Assumes that learners have different experiences and background knowledge.	Assumes that learners have limited experiences and background knowledge.

Learners discuss the course objectives with the lecturer.	The course has specific objectives relating to what learners have to know for formal assessment.
The teacher encourages learners to restructure existing knowledge	The teacher covers facts that might be available in the textbooks.
The teacher considers both summative and formative assessment (e.g. authentic tasks during the course).	The teacher structures the course to help learners pass the formal summative assessment (e.g. final exams).
Learners generate their own notes.	The teacher gives learners a good set of notes.
Learners discuss their changing understanding of the subject.	The teacher provides the information needed to pass a formal assessment.
Instructors question learners' ideas.	Instructors should know the answers to question that learners ask.

2.7.8 Teamwork amongst the faculty or department

Edmondson (2012) said teamwork is required to discuss and agree upon a range of issues, including, implementation of the training requirements, supervision of the residents, assessment of the residents' performance, and safeguarding of patient safety. Edmondson (2012) portrays joining as "a dynamic action dependent on individuals who have cooperation aptitudes and are in this way ready to be adaptable in cooperating independent of when, where or with whom". Joining is described by various practices, one of which is talking up.

Talking up is characterised as an earnest and direct way of correspondence between people, including posing inquiries, looking for criticism and examining botches, and has appeared to affect human mistake preventively. Dankoski, 2014 and Souba, 2011 referenced that their discoveries likewise resound with the writing on group correspondence, announcing that there are "glaring issues at hand": issues that appear to be difficult to examine. We as a whole observe the "elephant", it gets in our direction, yet we come up short on the will, the fortitude or the aptitudes to talk about issues and errors that are very self-evident, or to go up against each other with them (Souba, 2011).

2.8 SUMMARY

In some cases, teachers contribute much in the performance of the Grade 12 learners, in case the teachers have got the content gap, or maybe a shortage of resources may also add to the poor performance in Grade 12 learners. The gap for content coverage needs to be filled by teachers so that learners are not surprised when the assessment comes. The teachers are to go the extra mile to assist learners and fill the time and gap that is created. Monitoring of learner's work needs to be followed up by the teachers to assist learners where necessary.

Teachers need to work as a team so that they assist each other, especially on the topics that are not clear for the other teacher. Teachers, as parents and leaders of the learners, need to make sure that they plant a seed to the learners, and they will later be proud of their products. There will be some initiatives from both management and teachers to help learners achieve their goals, and those initiatives need to be followed up. Working together will help in implementing the initiatives together. It is important to look at the action taken by principals trying to lead turn around.

2.9 PRINCIPALS ACTIONS TRYING TO LEAD TURNAROUND IN UNDERPERFORMING SCHOOLS

2.9.1 Introduction

The drive to accomplish effective school turnarounds is profoundly established in the ethical imperative to guarantee that all youngsters get training that sets them up for achievement throughout everyday life. Schools that have effectively turned around have regularly been guided by school principals who exhibit abnormal amounts of turnaround authority skills, which are repeating examples of idea and conduct that impact primary activities in turnaround settings (Steiner and Hassel, 2011). The researcher will presently talk about methodologies; which principals may actualise to make their frameworks increasingly viable. These procedures may likewise support failing to meet expectations of auxiliary schools to conquer factors that impact the terrible showing of evaluation of 12 learners in country optional schools.

2.9.1.1 Strategy 1: A clear vision for the school

Chenoweth and Theokas (2011) clarify that turnaround principals send an unmistakable sign that exhibits a break from nothing new. They help the school network imagine accomplishment for understudies and anticipate perfection. Moreover, they unmistakably impart the potential effect of the change on understudy lives (Aladjem, Birman, Orland, Harr-Robbins, Heredia, Parrish & Ruffini, 2010), while perceiving the difficulties understudies face and stressing that understudy adapting needs will be organised (Jacobson, Brooks, Giles, Johnson, & Ylimaki, 2007). In addition, fruitful turnaround principals offer and rehash the vision to spur others, for example, executives, educators, staff, guardians, and the network everywhere, so they additionally contribute and add to change inside the school (Ylimaki, Brunderman, Bennett & Dugan, 2014).

2.9.1.2 Strategy 2: Prioritise goals and focus areas for the school

Duke (2015) referenced that fruitful turnaround principals do not just have a reasonable vision of what accomplishment for the school resembles, they additionally have a solid comprehension of the most elevated need objectives that must be accomplished to significantly improve learner learning while in transit to accomplishing that vision. Fruitful principals work with their staff and school network to set high-affect, yearning, long haul objectives that could result in the school escaping turnaround status, yet achieving worthy dimensions of accomplishment (Huberman, Parrish, Hanna, Arellanes, & Shambaugh, 2011).

2.9.1.3 Strategy 3: Establish the expectations for a Data culture in the school

In low-performing schools, instructors are frequently either uninformed of the noteworthy insufficiencies in student learning (Thielman, 2012) or ill-equipped to react successfully expressed (Dodman, 2014). Turnaround principals make a school network focused on gathering and investigating information to drive choices crosswise over educational programmes, substance, and levels (Duke 2015). They use the information to recognise advance and praise markers of progress (Steiner & Hassel, 2011).

2.9.1.4 Strategy 4: Teachers and leaders of the school

Hitt and Meyers (2017) referenced that effective turnaround principals likewise work deliberately to draw in, select, and hold top ability, including educator pioneers and different overseers. Effective turnaround principals additionally organise instructor improvement as basic to propelling guidance, growing an information culture, and improving school atmosphere (Duke & Salmonowicz, 2010). To give a profundity of help that the principals cannot separately give every educator, they prepare a group of pioneers to drive change school-wide, expressed (Duke & Landahl, 2011).

2.9.1.5 Strategy 5: Monitor and improve instructional quality in schools

Meyers and Hitt (2017) referenced that the significance of instructional administration is raised in a turnaround situation because the nature of guidance must improve obviously and quickly. Turnaround principals place an exceptional and purposeful spotlight on improving guidance by structure frameworks and an administration structures that provide instructors clear forthcoming guidance for exercise arranging, educating, and appraisal of learning lined up with exclusive requirements (Reyes & Garcia, 2014).

2.9.1.6 Strategy 6: Gain support of key influencers in schools

Brinson and Steiner (2012) referenced that changing the direction of battling in a brief span period is testing work, particularly if key influencers and accomplices are not locked in. Fruitful turnaround principals request the help of the influencers inside their school network. Fruitful turnaround principal's work with the understanding that advancement is a marker that things are going the correct way; however, it is not an extreme achievement.

2.10 SUMMARY

The focus of this chapter was to review literature on factors that influence poor performance in Grade 12 in Maleboho-West Circuit in Limpopo. Factors influencing poor performance in Grade 12 learners by teachers, learners and school management were discussed. It began with the discussion of factors that influence the academic performance of Grade 12 learners. This was followed by an investigation on how leaders and teachers might overcome these challenges of poor academic performance of Grade 12 learners in rural secondary schools. Developing strategies for improving the poor academic performance of Grade 12 learners in rural secondary schools were also discussed.

In order to win this challenge of poor performance in Grade 12 learners, all stakeholders need to be given a chance of performing their best as is the case in the performing schools. We should all be involved in order to support our learners to work hard and produce good results because future studies should not be laid only on the teachers and learners but also include the views of parents and other stakeholders as well.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In Chapter Two, a literature review was provided, and the following objectives of the research were addressed in the chapter:

- The first objective of the research was to investigate the school management factors, which contribute to the poor academic performance of Grade 12 learners.
- A second objective was to discuss briefly how teachers contribute to the poor academic performance of Grade 12 learners.

The methods that were used to collect the relevant data, together with the research methods that were used to analyse the collected data are summarised in Chapter three. This chapter provides in a summative way a broad methodological orientation of the study and also endeavours to clarify key arguments in the research design and methods. Firstly, this chapter outlines the research design and the rationale for choosing this type of research design. Secondly, it describes the research sample and the sample procedures and analysis of the data were reported and evaluated. Lastly, the coherence of ethical issues was explained.

3.2 Purpose of the research

For her research, the researcher selected a specific paradigm in where the research is conducted. The interpretive epistemology is therefore applicable as the researcher sought to explore, describe and gain a better understanding of school managers and teachers' perceptions of the strategies, which could be implemented to improve the poor performance of Grade 12 learners in Maleboho-West Circuit.

3.3 Research design

The examination configuration is kinds of request inside subjective, quantitative and blended techniques approaches that give a particular course to systems in research structure. Research plans are likewise called methodologies of request, kinds of request to accommodate the bearing for the components and techniques in the examination (Creswell, 2014:274).

The research was affected in a qualitative investigation. Flick (2011) declared that qualitative researchers preferred participants consciously and accommodate small numbers of cases according to their applicability. Lapan, Quartaroli and Riemer (2011) express that scientist that do subjective research place considerably less consideration on examining causes, impact and scarcely think that it is fundamental or even conceivable as a rule to draw fulfilments that can be summed up over the examination setting. A subjective methodology is utilised in the investigation because of the examination being a paper and the degree that can be used in the organisation of the exploration.

Flick (2011) further contends that subjective research goes for coercing the abstract importance of issues from the viewpoints of the members. Frequently the fundamental implications of a circumstance are in the centre or much of the time, the social practices and the life-world of the members are outlined. For this research, the subjective meanings of issues (poor performance of Grade 12 learners) of the participants were analysed.

The subjective methodology was perfect for the examination since it enabled the researcher to investigate social relations and express reality as practised by the members (Adams, Khan & Raeside, 2014:6). Investigating members' encounters and impression of the techniques which could be done to improve the lacklustre showing of evaluation 12 learners in evaluation 12 expected the researcher to visit members in their regular setting in order to catch inside and out their day-by-day inclusion in their workplace as school directors, pioneers and instructors.

Participants were given data utilising English as a language that can be easy to give information. As indicated by the scholarly writing, it ought to be an exploration question

that is controlling the approach choice. In principle, this is and ought to be so. By and by, decisions are frequently progressively adamant, and not every person is taught in the usage of the entire scope of techniques that are out there. A basic investigation of subjects and speedy access to the information by topics is all that is required. The inquiry which hypothetical research custom one ought to pursue and this way which procedure and technique to receive is not so basic. Marelli (2016) is of the feeling that a few analysts need to apply strategies, for example, certain systems and methods that coach them in gathering and breaking down information connected to their exploration questions and speculation. Subjective research was examined in pertinent for the investigation since it endorsed me to increase understanding into the information that pioneers and instructors increased in the wake of going to different workshops on the exhibition of evaluation 12 learners.

3.3.1 Research paradigm

As indicated by Malmi (2016:2), a worldview is characterised as the fundamental standards, how research is done, and which identify with the thought about learning, sorts of techniques that can be utilised to affirm the information gathering systems and investigation of the information and the job of the specialist in the examination.

Fox (2013) states that an examination worldview is a built-up model, acknowledged by a generous number of individuals in an exploration network. The constructivist worldview educated the examination. Constructivism, according to Dagar (2016), discovered that constructivist taught learners have higher scores than the learners who were presented to the traditional strategy for instructing. The issue lies in the learning condition in an ordinary homeroom; the study hall condition is instructor focused, which makes the learning procedure exhausting for less equipped learners (cf. 1.6.1). Sullivan (2017) stated that at the classroom level, teachers make many decisions that impact on learner behaviour. Schools need to be engaging and safe for learners to learn. However, there is often a great focus on what happens in the classroom.

Furthermore, Malmi (2016:14) states that helpful research is the exploration that expects to exhibit or assess the practicality of a proposed thought. It spins around the improvement of an encouraging methodology or the assessment of an examination instrument. The researcher utilised the useful methodology for the exploration because

the prior information (archives and reports) and the characteristic setting was utilised as the area to gather the information for examination through semi-organised meetings and perception.

3.3.2 Case study design

Creswell (2014:43) explains that a case study is the design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals. Mackey and Gass (2013) contended that much of the time; the specialists accept building legitimacy to be the estimation scale for estimating the physical plan of the exploration techniques. Be that as it may, the idea manages to estimate the hypothetical part of the structure as opposed to the physical angle. The contextual analysis can be created by following a formal research technique. These contextual investigations are probably going to show up in formal research scenes, similar to diaries and experts' meetings, as opposed to mainstream works. The subsequent assortment of contextual analysis research has long had an unmistakable spot in numerous controls and callings, running from brain science, human studies, human science and political theory to training, clinical science, social work and regulatory science (Yin, 2014:5-6).

A case study is an increasingly popular approach among qualitative researchers (Thomas, 2011). The researcher decided to use an instrumental case study for her study. Grandy (2016) clarifies that an instrumental contextual analysis is an investigation of a case (e.g., individual, explicit gathering, occupation, division, association) to give understanding into a specific issue, redraw speculations, or fabricate hypothesis. Instrumental case encourages comprehension of something different. Contextual analyses distributed without adequate detail for the peruse to comprehend the investigation plan, and without a basis for the key methodological choices, may prompt research being deciphered as ailing in quality or validity, Hallberg, 2013, Morse, 2011).

The case in the study was three selected secondary schools. The researcher visited the selected secondary schools to get their views, experiences as well as perceptions from the participants regarding the factors which influence their performance in Grade 12 in the Maleboho-West Circuit. She applied the data collection phases as identified

by McMillan and Schumacher (2010:329) in the research, and this includes the following:

In the first phase, the researcher planned for the process, which she followed to collect the data for the research. When planning for the collection of the data process, the first aspect that plays a vital role in the research is ethical considerations.

3.3.2.1 Step 1: *Ethical considerations*

When the research process includes surveys of human participants, it is necessary to establish a certain code of ethics for maintaining the dignity and autonomy of the participants (Rudison & Clair, 2015). The researcher should also ensure respect and integrity in the participants' treatment with the respondents in order to receive an effective response from them. On account of procuring the assent of the respondents, the scientists, for the most part, treat the respondents as objects of concentrate instead of people with feelings. Consequently, regarding the thoughts and feelings of the respondents and recoding, their recommendation on the exploration point can guarantee a productive report (Punch, 2013).

3.3.2.1.1 Permission to conduct research

In the process of planning research, the researcher needs to request permission to enter the research site and get permission for that before the process can commence. In doing that the researcher should state the sampling of the participants and also signing the informed consent forms by the participants.

The researcher received a requisition of permission to conduct research from UNISA Education Ethics Committee. The researcher wrote a requisition letter to the Department of Education Limpopo to request permission to conduct research stating the aims of the research, the topic of the study, identified schools and steps to be taken during the process of research, (refer to Appendix 2.) Department of Education Limpopo granted an approval letter to the researcher as permission to conduct research (refer to Appendix 2).

The letter to request permission to conduct research also handed over to the circuit manager by the researcher, Maleboho-West Circuit (refer to Appendix 3). The other letter to request permission to conduct research was forwarded to the respective school principals as three schools are sampled for the study (refer to Appendix 4), and the permission from the principals was granted. The researcher issued the informed consent forms to the participants to can read and sign before the interview process begin (refer to Appendix 5).

3.3.2.1.2 Informed consent

The researcher gave the informed consent forms to the participants to complete that elaborate the process of the interview, that the information should be provided voluntarily and that there is no punishment on withdrawal from giving data to the study. The researcher explained the research methodology to the participants as qualitative research and a case study research design. The researcher also explained to the participants that their role in the study was to participate freely. During the interview with the participants, the data collection instruments that were employed, which is a semi-structured interview and document analysis were explained to participants as part of the informed consent letters. The researcher also explained well the purpose of the study to the participants, which was to investigate the strategies to improve inadequate performance among Grade 12 learners in the Maleboho-West Circuit. The participants signed the informed consent letter upon the mutual agreement to participate in the study.

3.3.2.1.3 Confidentiality

During the interview process, the participants' confidentiality while presenting rich, detailed data to the researcher should be maintained. The researcher used pseudonyms and a system of anonymisation, which will protect the anonymity of participants. The participants were given assurance that no data would be linked to their names as we might not use their real names. If data are to be anonymised, we come up with terms that need to be replaced by pseudonyms and what these pseudonyms should be.

3.3.2.1.4 Anonymity

Anonymisation of data is the best way to be used in removing identification of information and disguising real names. Anonymisation can be seen as the quickest method to enable data to be given or accessible in a short space of time. The researcher-maintained anonymity to the research participants by assigning pseudonyms when collecting, analysing and reporting data. Meaning not real names were used and linked to the data.

3.3.2.1.5 Voluntary participation

There ought to be a shared understanding between the scientist and the members, and the educated assent structures ought to be marked by the members in regards to the understanding that has been made. The members ought to likewise be educated that there will be no discipline for pulling back from the investigation earlier finish. The researcher thought about moral methods for the exploration and could continue to the second period of the examination as recognised by McMillan and Schumacher (2010:329).

The second phase of the research was to identify the population and sample for the research. The study was carried out in the Capricorn District, Bochum Cluster of Circuit (Maleboho-West Circuit) in Limpopo. Grad (2012:1-3) attests that the members inspected ought to have the option to educate significant aspects and points of view identified with the marvels of being examined. For instance, in an examination taking a gander at a polished skill intercession, agent members could be considered by the job of employees, point of view (the individuals who support/oppose the mediation), experience level (junior and senior educators), and assorted variety (sex, ethnicity, another foundation). Along these lines, the researcher chose to utilise intentional testing for the investigation. Patton (2015:264) describes purposeful sampling as the selecting of information-rich cases to study, which will illuminate the inquiry that is being investigated.

Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. The school principal, one member of management (SMT) and three Grade 12 educators of each

school will be used as samples of the research. Face-to-face interview with five people per school (15 interviews in total) would be sufficient information to ensure a balanced view of the study. The researcher made the participants feel as comfortable as possible because she entered into the participants' world, sharing their lives and experiences.

3.3.2.2 Step 2: Data collection and instruments

Before decisions are made about what data to collect, and how to analyse them, the purposes of the evaluation and the key evaluation questions must be decided. Once the purpose of the evaluation is clear, a small number of high-level key evaluation questions need to be agreed; ideally with input from key stakeholders, sometimes key evaluation questions will have already been prescribed by an evaluation system or a previously developed evaluation framework. Data collection and analysis methods should be chosen to match the particular evaluation in terms of its key evaluation questions and resources available (Peersman, 2014:2). Data collection instruments used in the study were semi-structured interviews (refer to Appendix E) and document analysis checklist (refer to Appendix F).

3.3.2.2.1 Semi-structured interviews

As the expert is the instrument in semi-structured or unstructured abstract gatherings, amazing master characteristics can affect the social occasion of definite materials. This thought, yet by and large perceived, and has accumulated negligible systematic examination. The results suggest that particular examiner characteristics may be more dominant than others in bringing out distinct stories from respondents depending upon the obvious affectability of the topic; that assortment in examiner characteristics may benefit rather than reduce the targets of gathering based abstract solicitation (Pezalla, 2016).

O'Keeffe (2016:3) agrees that it is significant that the meeting is recorded in however much detail as could reasonably be expected, in a perfect world through a blend of field notes and a voice recorder. Once more, assent ought to be looked for from the meeting member preceding the account of any discussion. In a semi-organised meeting, the researcher set the layout for the themes secured, yet the members' reactions decide the way, wherein the meeting is co-ordinated. This is the most usually

utilised kind of meeting utilised in subjective research, and numerous investigations represent its utilisation with regards to the examination.

The semi-structured interview guide provides a clear set of instructions for interviews and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation in order to allow researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however still provide the opportunity for identifying new ways of seeing and understanding the topic at hand (Cohen & Crabtree, 2013)

McLeod (2014) announces the advantages of utilising semi-organised meetings are that they are very adaptable and along these lines, new inquiries can be posed to improvise during the meeting as the questioner does not need to pursue a given calendar carefully. Besides, they have expanded legitimacy as the questioner can request an explanation just as the interviewee can control the course of the meeting himself. Through semi-organised meetings, the researcher had the option to completely explore factors that added to the horrible showing of evaluation 12 learners in this circuit and to recognise methodologies, which the circuit may actualise to improve the terrible showing of the evaluation 12 learners. The researcher utilised a lot of open-finished inquiries in Basic English. These inquiries were an instrument used to assemble information through semi-organised meetings.

Semi-structured interview questions were set out in an interview schedule before the actual interview began. Fifteen semi-structured interview sessions were conducted. A well-ventilated classroom free from disruption and noise was well-prepared for the interview sessions of individual participants. The participant and researcher sat in such a way that they were facing each other face-to-face to improve communication and sharing the information. The researcher introduced herself and stated the purpose of the interview session, which was to investigate factors that contributed to the poor performance of Grade 12 learners in this circuit and to identify strategies, which the circuit might implement to improve the poor performance of the Grade 12 learners.

The participants were given enough time to voice their lived experiences about factors that contributed to the poor performance of Grade 12 learners in this circuit and to identify strategies, which the circuit might implement to improve the poor performance of the Grade 12 learners, and the researcher kept on probing in order to get rich, in-depth information. She requested permission from the participants to record the discussion. The discussion between the researcher and the participants took less than thirty minutes. The interview sessions were audiotaped recorded, and after that, transcribed verbatim (refer to Appendix 9).

3.3.2.2.2 Pilot study

The researcher applied a pilot study as part of her research because she was testing the feasibility of her interview schedule and by doing so, she referred to a mini or small version of a full-scale study (Lazzeri, 2016). the researcher asked three teachers at her school who had not participated in the research the questions. They responded that they understood the questions and those they found no problems with the questions.

3.3.2.3 Step 3: Document analysis

Document analysis is happening during the observation setting and data can be obtained in the form of documents. Data can be collected in the form of documents, that is written materials from the school or education department, and that will give a rich source of data information. Observation of relevant records should be considered.

Yavuz (2016:119) mentions that in document analysis, the researcher should check the originality of the documents. When documents were accessed and checked for originality, the researcher would focus on the documents. At this point, all documents, analysed in this research and also other sources, were carefully read by researcher and researcher comprehended all content. The researcher analyses the documents or tools like the Year Plan, School Improvement Plan (SIP), Programme of Assessment (PoA), Work Coverage (WC) and Teaching Plan (TP) to gather information on how the school plan and prepare for their lessons.

The researcher requested the following documents from the principal to gather information on learner attendance and learners progress, namely: class register, admission register, summary register, period register, the minutes of the staff meetings and the minutes of the subject's meetings.

- Class register

A class register is the official record of learners' attendance and absence, as required by the Policy on Learner Attendance, Section 19 (Department of Education, 2010) Subsection 265(1)(c) of the Education Act states the it is the duty of a principal of a school, in addition to his or her duties as a teacher, "to register the learners and to ensure that the attendance of learners for every school day is recorded either on the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister.

The class register is used by the class teacher and the principal to monitor learner attendance and to follow up on the absenteeism of a learner. Schools also provide the School Governing Body (SGB) and District Offices with the quarterly reports on learner absentee rates. The class teacher administers the class register daily. Immediately after the attendance for the day has been recorded, the following should be reflected:

- Total actual number of learners' attendance;
- Total number of learners' absence;
- Total possible number of learners' attendance;

At the end of the week, the actual total number of attendances plus the total number of absences must give the total possible number of attendances.

For each month, ensure that the computerised system has entered the following in the Daily Attendance Record for each learner:

- The number of times the learner was late;
- The number of days the learner was absent;
- The cumulative times late and days absent.

At the end of the year, ensure that the system has entered the total number of times late and days absent under “Year Totals”.

The researcher collected data by checking the school register as an official document to identify whether attendance of Grade 12 learners might influence the poor performance of the Grade 12 learners.

- Admission register

The admission register must contain the personal details of every learner in the school, along with the date of admission or re-admission to the school, information regarding parents and carers and details of the school last attended. Schools must enter learners on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified; the learner will attend the school.

If the learner fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly. It is also used to admit learners from other schools through transfer. It is also used by the principal to withdraw learners if parents prefer to take their children to another school. The admission register was checked to identify whether any transfers of Grade 12 learners in the circuit took place during the academic year.

- Period register

The subject teacher uses the period register in class, and it is kept by the class representative for the day so that when the teacher for a specific subject gets into a class can monitor the period register and mark the learners that are absent for that subject. The teacher monitors for his or her own subject and gives it back to the class representative for the coming teacher.

The purpose of the period register is that some of the learners will be at school the whole day but dodging some of the subjects. A learner might be marked present in the attendance register or class register but find that the learner is not attending some of the subjects so the period register should be marked and monitored by respective educators. It will also help the principal if some teachers are not attending their lessons

or classes. At the end of the day, the learner should submit the period register to the class teacher to check and sign, submit to the principal to also monitor, and sign.

Again this document supported me to gain insight if the attendance of students might influence the poor performance of Grade 12 learners in the circuit.

- The minutes of the staff meetings

The principal and the staff should hold some meeting according to the school's policy and year plan. Staff meetings should be minuted and recorded properly. All the staff discussions and topics mentioned should in the form of minutes as a reminder to the attendees on what transpired at the previous meeting.

The minutes of the staff meetings were used in order to acquire information on the performance, how to improve learner's performance, how to improve the quality of teaching and learning through an assessment plan, year plan, teaching plan, and lesson plan. This improves accountability, strategies and the action plan in improving learner performance through, extra lessons or classes, individual learner attention, parent involvement, learner assessment that is formal and informal, monitoring and support.

3.3.2.4 Step 4: Closing data collection

Phase 4 includes recapping of what transpired in the fieldwork during the semi-structured interview sessions with the participants as well as the analysis of the documents. During semi-structured interview sessions, the participants reflected their views on strategies to improve poor performance among Grade 12 learners. This phase is the completion of data collection, and the researcher continued with the analysis of the collected data.

3.3.2.5 Step 5: Completion of data collection and continuing with the analysis of the data

This phase involved the completion of data collection, which initiated the continuation of data analysis. Peersman (2014:6) suggested that it is advisable to use standardised data collection tools, which have already been tried and tested in real-life situations,

and improve these if necessary, to maximise data quality. The researcher used for her research semi-structured interviews and document analysis as tools to gather data for her research.

Analysis of data is a process of inspecting, cleansing, transforming, and modelling data to discover useful information, suggesting conclusions, and supporting decision-making. O'Neil & Rachel (2014) think that the general type of entity upon which the data will be collected is referred to as an experimental unit (a person or population of people). Specific variables regarding a population (age and gender) may be obtained. Data may be numerical or categorical (text label for numbers) order in tables.

The analysis of qualitative data requires an accurate description of the responses of the participants. Patton (2015:199) argues that through the content analysis, the researcher could gather meaningful findings. The content analysis makes sense of multiple interview transcripts and pages of field notes to identify major patterns of outcomes from separate cases (Patton, 2015:199). This involved sorting responses of interviews into broad patterns. These patterns were divided into themes. The categories of patterns were further divided into sub-patterns, and points of comparison were extracted in order to conclude from the data of the responses of participants, non-participant observations and document analysis. The reliability of coding patterns was assessed by checking for contingency between different coding points.

The researcher created a table for semi-structured data collection questions to be coded and analysed. The table embraced the following: the questions that were asked, responses of the participants', pseudonyms of the participants', codes and themes (refer to Appendix 6). The table enabled the researcher to look for similarities and differences in the information collected from various participants. During the data analysis, the researcher used the direct codes of the participants to illustrate participants' meanings and thus ensured validity. A relevant literature review further supported participants' responses.

3.4 Measures to ensure trustworthiness

The trustworthiness is the extent to which a study is worth paying attention to and to the extent which the findings can be trusted and accurately expresses the experience

of the participants' in the study (Manabola, 2009:67). According to Loh (2013:1), trustworthiness consists of four different components and can be assured by attending to the following strategies, namely: credibility (the validity of the findings); transferability (the applicability of the findings in other contexts), dependability (reliability of the findings) and conformability (objectivity of the researcher while carrying out the research). These are discussed below.

3.4.1 Credibility

Mike, Shadi and Farley (2011) stated that creditability is involved in establishing that the results of the research are believable. This is done though it depends more on the richness of the information gathered, rather than the amount of data gathered. This is done through member checks. The participants are the only ones who can reasonably judge the credibility of the results. The researcher contacted the participants in her research and, member checking was done. She asked the respondents to corroborate the findings of the research.

3.4.2 Confirmability

Confirmability questions how the research findings are supported by the data collected. This is a process to establish whether the researcher has been biased during the study; this is due to the assumption that qualitative research allows the research to bring a unique perspective to the study (Mike, Shadi, Farley, 2011). The confirmability has been achieved as the researcher has demonstrated that the results and the findings are linked to the conclusions in a way that they can be followed, as a process, replicated.

3.4.3 Dependability

Dependability ensures that the research findings are consistent and could be repeated. This is measured by the standard of which the research is conducted, analysed and presented. Each process in the study should be reported in detail to enable an external researcher to repeat the inquiry and achieve similar results (Shadi & Farley, 2011). In this study, the semi-structured interview data was collected and that enhanced similar conditions for the participants. The data that was collected seemed to release more or

less the same information. The participants were interviewed in their workplace, which enhanced their articulation of the phenomenon under study. The school principal, one member of management (SMT) and three Grade 12 educators of each school will be used as samples of the research. Face-to-face interviews with five people per school (15 interviews in total) would be sufficient information to ensure a balanced view of the study.

3.4.4 Transferability

Mike, Shadi and Farley (2011) state transferability alludes to how much the exploration can be moved to different settings. The peruse of the examination takes note of the particular subtleties of the exploration circumstance and techniques and looks at them to a comparative circumstance that they are increasingly acquainted with. If the points of interest were tantamount, the first research would be regarded as progressively sound. Lincoln and Guba (2011) define transferability in qualitative research as the degree to which the results of the research can apply or transfer beyond the bounds of the project. Transferability implies that the results of the research study can be applied to similar situations or individuals. The researcher should express to the participants the boundaries of the study. The transferability of the study has been achieved because the researcher can clearly state the extent to which findings may or may not be relevant to other contexts.

3.5 SUMMARY

Chapter three outlined the research design, procedures and methodology to be employed in the study. The chapter also presented the research question and aims which the study attempted to address. As the aim of the study was to investigate the strategies to improve performance among Grade 12 learners, a qualitative research design was considered to be most appropriate for the study. Data was collected by using semi-structured, in-depth interviews by the researcher acting as an instrument. The method of analysing data and the ethical measures employed in the study was explained.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter focused on the detailed description of the research methodology relating to the challenges experienced by leaders and teachers that influence learner performance in Grade 12 rural secondary schools. It covered the following aspects: the research design, the rationale for choosing this type of research design, the research sample, and procedures to collect data, analysis of the data, ethical issues were explained. Chapter 3 also outlined the research strategies required to ensure the credibility of the data gathered, as well as to establish the trustworthiness of these research findings.

With its aim at an investigation on the contributory factors that influence learner performance in Grade 12 in rural secondary schools, this chapter focuses on the research data analysis and presents the results from the fieldwork and validates these through a literature control. Common themes emerged; even though interviews conducted participants on the contributory factors that influence learner performance in Grade 12 in rural secondary schools at the schools were handled separately.

A discussion of the findings derived from the data generated during individual interviews with the participants will follow. Firstly, the schools used in the research will be briefly discussed. The three participating schools were assured of confidentiality and anonymity of involvement. The names of the participating schools will not be mentioned. The following sections show the significant themes that emerged from the interviews, analysis of documentation and digital recordings. All the interviews were done in English.

4.2 INTERACTION WITH PARTICIPANTS

The following paragraphs present responses derived from interviews at the schools under discussion. This could be indicative of the factors that influence poor academic performance in Grade 12 learners in Maleboho-West circuit.

The interviews were guided by an interview guide comprising open-ended questions aimed at investigating factors that influence poor academic performance in Grade 12 learners in Maleboho-West circuit. The data were obtained from digital recordings with 15 participants. As discussed in chapter 1, a total sample of participants to be interviewed will comprise fifteen (15) participants from the three selected schools in Maleboho-West circuit.

This means a total sample of 15 participants was used in the study. All the data were transcribed, and all participants are kept anonymous on request. The results will be reported, interpreted and integrated with the findings from the literature review that was captured in chapter 2. The researcher also wants to make it clear that the following phases of participants could be used in the report:

- Management – Principals and deputy principals.
- Middle leaders – HODs.
- Teacher leaders – Grade 12 teachers.

During the interview process, the researcher made formal appointments with the three principals before visiting the participating schools where the interviews were conducted. After confirming appointments with the three principals, two of them, School A and School B disappointed her when she was already at the schools for interviews, saying that the participants were engaged with the other occasions. The participants were attending a memorial service, and the researcher made another appointment again. They honoured the appointment but had me at the school the whole day saying the participants were busy as they were about to close for the winter holidays. The researcher managed to finish two schools before they closed, but the last school said they would conduct the interviews when they re-opened in July 2017. The interviews were conducted at the times that they gave her that suited their programme.

The consent forms were given to the principals and other participants before the interviews, and only the participants who gave their informed consent (Appendix 5) took part in the interviews. The principals were informed that the interviews were audio-recorded using a digital tape recorder and that notes would be taken. The researcher

assured the participants that no names or any information regarding the participants would be disclosed to the public or in writing.

In this report, the results that were gained from the study of the documents obtained from the schools are interpreted and integrated with the findings from the interviews and the findings from the literature review in order to answer the main research question. The researcher will discuss the biographical data of the participants in the next section.

4.3 BIOGRAPHICAL DATA OF THE PARTICIPANTS

The data from the 15 participants were analysed and presented. During the qualitative phase of this study, the participants had to complete a biographical questionnaire before the interview could take place. Information about participants' age, gender, and years of teaching experience, the geographical location of the participants' schools, ethnicity and academic qualifications were collected. All the 15 participants completed the biographical questionnaire.

4.3.1 Participants' Ages

This section illustrates the age range of the participants in this study. The participants were between 27 and 59 years of age. Six of the fifteen participants were between 27 and 45, and five between nine 47 and 59. Eleven participants were still younger than 50 years of age. Only one participant is about to retire that is now 59 years.

4.3.2 Gender

This section represents the gender of the participants. The population that took part in the study were both male and female, with the male teachers in the majority (two female and thirteen male). Initially, three male principals, three male HODs, seven male teachers and two female teachers have been included in the study.

4.3.3 Years of teaching experience

This section indicates the number of years' experience in the education system of the participants. Participants A1, B1 and C1, are the principals of the sampled schools, and they both have more than 15 years teaching experience between 17 and 35 years.

While, participants A2, B2 and C2 are the HODs of the sampled schools, and A2 and B2 have got more than 20 years teaching experience, 27 and 21 years respectively, and C2 having the lowest years of teaching experience of five years. The rest of the nine participants are teachers with between 4 to 24 years of teaching experience.

4.3.4 Geographical location of the participants' schools

The geographical locations of the three participating schools are all located in rural areas. This correlates with what the researcher aimed to study, namely to conducting interviews with 15 participants from rural schools. The aims of this research were the following:

- To discuss factors that influences the academic performance of Grade 12 learners.
- To investigate how leaders and teachers might overcome these challenges of poor academic performance of Grade 12 learners in rural secondary schools.
- To develop strategies for improving the poor academic performance of Grade 12 learners in rural secondary schools.

4.3.5 Ethnicity

The ethnicity of participating schools represented one cultural group. All the participants with whom interviews were conducted are Africans. They are located in the same area and the same circuit, Blouberg area at the Maleboho-East circuit.

4.3.6 Academic qualifications

This section indicates the highest academic qualifications indicating that the participants are all highly qualified. The three principals hold the following, A1 a BA degree, B1 an ACE and C1 an Honours degree. The three HODs A2, B2 and C2 hold a Btech, BA degree and educational diploma. The nine teachers are also highly educated one teacher with a master's degree, and the other eight teachers obtained BA degrees.

4.4 DISCUSSION OF THEMES

The main aim of this study is to identify the contributory factors that influence learner performance in Grade 12 in rural secondary schools. All participants were assigned pseudonyms for ethical reasons). The role of the participants at school for the 15 participants are A1, B1 and C1 are the principals, A2, B2 and C2 are the HODs, and the remaining are the teachers.

The following questions were asked during the interviews in pursuing the aim of the study:

- What is your view about the school management team (SMT)?
- How often do they hold their meetings?
- Do you know the management plan for the school?
- What are the challenges faced by teachers concerning teaching and learning?
- What is your suggestion in terms of overcoming these challenges?
- Do teachers teach as per the programme of assessment and teaching plan?
- How do teachers deal with the work coverage?
- Is there any parental involvement and guidance?
- How does the lack of resources affect the outcome of the performance?
- Is the school culture placed that may assist learners in obtaining good results?
- Is there learner discipline at school?
- Is the new progression policy affecting the academic performance positively or negatively?
- Is the attitude of the principal motivating both teachers and learners in a good manner?

- Is there any effective partnership between home and school?
- Is there an effective school leadership?
- Are there sufficient resources to assist learners?
- How do you rate adequate decision making by school management?
- How about teachers to set expectations for learners?
- How accountable are the teachers in terms of attending their periods and teaching at the right time?
- How is the teamwork amongst the faculty or departments?

Data emerging from the interviews were presented and analysed according to themes and sub-themes

Table 4.1: Summary of themes and sub-themes derived from the data

THEMES	SUB – THEMES
Ineffective management by SMT	SMT meetings Management plan Decision making by SMT School culture Attitude of the principal
Challenges with teaching and learning	Shortage of resources Usage of the programme of assessment Work coverage
Parental involvement	Lack of communication
The new progression policy of the department	Progression of learners
Roles of HODs are difficult	Teacher expectations Accountability of teachers Ineffective communication between teams

The first theme, namely, ineffective management by the school management tea, will be discussed in the next section.

4.4.1 THEME 1: INEFFECTIVE MANAGEMENT BY THE SCHOOL MANAGEMENT TEAM

In this area, the researcher was keen on discovering how the administration of the school works in all perspective or parts of the supervisory group. Either the SMT can most likely accomplish the school's goals. Perumal (2011:4) clarifies that instructor spirit impacts straightforwardly on the conveyance of exercises teacher viability and administration, understudy demeanours, conduct and order, just as learner execution.

Teachers are in charge of structure a country. In this manner, schools ought to be upbeat spots where learners are willing members in the learning procedure, and instructors are moving and excited pioneers.

For this to occur, instructors' spirit and school atmosphere merit more noteworthy consideration. At the point when teachers are not perceived or give kudos for a vocation done or huge endeavours, they become demotivated and they lose intrigue and may not have any desire to have a go at intuition imaginatively, complete some additional work or even play out their job with sentiments of commitment and vitality because the school principal does not appear to mind or notice their diligent work and devotion (cf. 2.5.1).

4.4.1.1 SMT meeting

Data received from the transcript described that SMT does not hold their meetings regularly, and this will affect the academic performance in a bad way, as an educator from school B3 pointed out that:

Once per month and according to me it is just a formality or record sake, if maybe the seniors wanted to see the record whether they do have a meeting, so that they can be able to provide.

SMT member from school A2 also mentioned that they do not hold their meetings constantly and that it will negatively affect their results:

It is negatively because a time and a two we need to, we have meetings taking in account that we are nurturing the gift of a young one here so that we can be able to arrest eh whatever negative eh things we see around the performance, the courses, and then come up with the remedy to that. Now every once a quarter, I think three months is a lot, you may not be able to arrest the poor things, which will end up giving us problems at the end of the year.

Put another way not all leaders are created equal. If the school has an ineffective leadership, there is a high possibility that they might not perform well academically. The problem why many organisations are suffering from is a recognition problem; they cannot seem to recognise good leaders from bad ones. The SMT meetings should be held so that the system should be placed accordingly. The policies of the school should be owned by the management and staff so that it will be implemented. Then the management plan will be drafted in the SMT meeting. Good communication is essential for effective teamwork because, without communication, people can become demotivated. The responsibility for good communication lies with school leadership and the teachers and not only with the leaders (Steyn & Van Niekerk, 2008:116). (cf. 2.5.1)

4.4.1.2 Management plan

The principal from School A (A1) highlighted the view about the school management that they are still learning daily as the school policy; rather the government policy is ever-changing, about the availability of the management plan he said. A teacher at School B (B3) stated about the availability of the management plan at their school and that they do not have the plan,

Yes, SMT had uh; I was forced to sit down with the rest of the SMT which I have sat down with their respective uh, teachers, subjects' teachers, to set up the plan for the entire school.

The principal of School C (C1) said about the management plan,

Uh, there are quite a number of factors that may be attributed to the school management team. Because for one; you may find that in a school management team, there are things like uh, a lot of written work that takes much of their teaching time. Uh, there is a lot of intervention by the learners who don't have parents per se. Yeah, we do draft one. Though sometimes it's not possible to follow them due to the above-mentioned factors.

A teacher at School A (A3) demonstrated that they do not generally have the management plan at their school, and that makes the school not running so easily. Buchberger (2016) characterised school management team as a procedure of basic impact leadership that spotlights on setting speaking school and basic leadership objectives, which are aimed at changes and developments. Participatory administration is one practice that can cultivate creative thoughts, which model majority

rule practices like shared basic leadership bringing about the additional exertion and more noteworthy profitability (cf. 2.5.3). Texarkana Independent School District, (2018) mentioned that the management plan provides a clear direction of learners, parents, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

Having a decent picture means giving other individuals a decent impression of you, additionally liking yourself. School leadership in the training condition need to invest loads of energy with the teachers, and it is, along these lines, basic that they should extend a positive picture. The competency of school principals is, therefore considered a national imperative, which poses an enormous challenge to the education system. The demand for professional school managers is growing. A major challenge within the education system is finding visionary and competent leaders and managers (Department of Basic Education, 2018). If the school principals are competent enough, it will also assist in making the right decisions as SMT.

4.4.1.3 Decision making by SMT

It is always good for the decisions and the school policies to be owned by the whole staff so that they can implement what they have agreed upon. Sharing views and ideas with others is very vital because when you as the principal share responsibilities with the SMT and the teachers, you will not encounter any problems at any time because people will be attending their different activities and allocated duties within the school. The practice of participative decision-making by teachers strengthens commitment to their work and allows them to develop accountability as professionals. It builds teacher capacity. It also democratises their workplace, the school (Meintjes, 2018) Decision-making process still remains highly centralised at the top, and school managers cannot take and implement specific decisions for their schools. Mokoena (2011) mentioned that participative decision-making has increasingly become the agreed-upon model around the world for the operation of schools, particularly those in the public education systems.

SMT member at School A (A2) mentioned that the decision-making by the SMT is not so properly handled that:

The decision making by the school management it has got a lot of favours as I say is biased ja. If it is educator A it will be well handled, if it is educator B, now steps should be taken as per legislative framework and now you see this is not fair.

A teacher from School C (C3) said about the decision making by the school management:

Ja it needs improvement as well a consultation is one of the important values even if the principal is there. If maybe eh before any decision can be taken. You find that all, all majority of educators' even learners because we are talking about secondary learners are consultants for ownership. I think it will be (good) on that one. It, it may... I will say, I will say yes, consultation is there but it needs to be improved because I value this thing of consultation for, for ownership in terms of decision *making*.

Offering perspectives and thoughts to others is extremely crucial because when you as the chief offer obligations with others, you will not experience any issues whenever because individuals will go to their various exercises and apportioned obligations inside the school. Basic leadership procedure still remains much unified at the top, and school chiefs cannot take and execute explicit choices for their schools.

Sarafidou and Chatziioannidis (2013) expressed that more prominent investment in choices concerning instructor issues and lower dimensions of the hardship of taking an interest in administrative issues were related with teachers' impression of better initiative and higher collegiality in schools. The most grounded indicator of the two educators' feeling of adequacy and employment fulfilment was their cooperation in choices concerning instructor issues (2.5.3 and 4.4.1.3). On the role of principals creating inclusive schools, they found that leadership must be more culturally receptive by equipping teachers to support activities that capacitate learners and parents, pertaining to the vital role that the HOD plays in mentoring teachers said, Du Plessis and Eberlein (2018).

Chapter two referenced that in schools, successful teacher contribution in basic leadership could be a way to deal with rehearsing participatory administration. As indicated by Mueller and Gokturk (2010), teachers can assume a more noteworthy job in the general achievement of the school when they focus on being dynamic teachers

in the basic leadership process (cf. 2.5.3 and 4.4.1.3). A South African study found that good management and strong leadership were required in schools, with specialised development activities directly related to the classroom (Du Plessis & Eberlein, 2018).

Teachers are the key figures in executing the educational programme choices which at the school level educational plan arranging includes making choices on what to instruct, how to show it, and whom to instruct. It is along these lines basic that misfortunes to instructor's consideration in basic leadership must be tended to if school objectives and goals are to be accomplished (cf. 2.5.3 and 4.4.1.3). Teachers do not feel the support of leadership and management; this can cause a downward spiral in teacher commitment that can negatively affect their classroom management mentioned (Brown, 2019). Making the right decision will also turn the school into a good culture, and that will improve the academic performance of Grade 12 learners.

4.4.1.4 School culture

Some of the participants showed concern about the school culture of their different schools that have not been set or placed, but some are in place. The principal of school C1 expressed that when responding to the placement of the school culture at their school:

When we talk about culture, its quiet a vast question because culturally we are a lot of conflicting culture. Education and culture but the culture at school is that we must learn. And we must teach and write. So, in such instances, we do adhere to the culture of the school as for writing and learning and the rest. But if you are talking about the culture of the school in which of the community of which the school is found, then it's something different.

A teacher from school C3 highlighted that about the school culture:

Yes, the management came with the structure needed to motivate learners in terms of rewards. Quarterly, on a quarterly basis those learners who perform very well they are wanted in order they need to motivate them with the aim now so that who didn't perform very well they will see and they will, they will hope an interest, "one day I hope.... I want to be rewarded" so they will work extra hard.

Some of the projects or the resources can be employed from schools to assist learners in achieving their goals, which are to learn and obtain good results. Programs like

Keeping Learning on Track (KLT) help provide teachers with practical classroom techniques and educational strategies to help them identify and share the intended learning and criteria for success with students.

This enables learners to understand better what teachers expect them to know, understand, or be able to do, as well as what constitutes a proficient performance (cf. 2.5.3). This allows learners to support each other and take responsibility for their own learning by helping them accurately and appropriately evaluate learning against shared adjustments to learning.

The principal of school A expressed concern about the school culture being to motivate learners positively so that they can be able to achieve good results:

Ja, our culture is to achieve the best that one can and also for learners to compete with their yesterday, to become a better person that they were yesterday. We don't actually encourage negative competition amongst the learners but we encourage competition in the form that a learner must achieve better that he or she did in the previous activity. So I should think the schools culture is to see each learner becoming a better person without competing with others.

SMT member from school A2 said:

Uh you know school culture; culture is the way you think, the way you live. Now obviously as I answered the question before, saying that most of the learners are without parents, some they are orphans because of HIV/AIDs pandemic, therefore the school culture it is somehow toxic, there is a lot of cultural misunderstandings which reflects negatively to learning and teaching.

Teacher A3 highlighted that the school culture at school is not really in place:

Much as I said that most of the activities are based on educators personal strength so we don't have a definite culture that we have in place so that to assist the learners to obtain good results, if you look sometimes like during the vacations we usually try to conduct vacation classes you will find that certain educators are not available, certain educators are coming and do not complete the whole process, some do not come at all and of which they have promised that they will be part so obviously this is not the culture. I will simply say the culture is not properly placed and it doesn't assist anything so it is much based on educators' strength some will opt to stay after school until late, some may opt to come in the morning on their own terms without a proper plan and culture.

Wagner (2016) states that as a school head, your top duty is to improve understudy learning. In this way, refining instructional practice among your staff ought to be at the highest point of your need list. However, before you go filtering through information

and refining your school's norms, you should remember that making a positive school culture can remarkably affect the accomplishment of your school.

Propelling a school is an exertion that keeps going consistently. By concentrating on demanding positive school culture, principals can make these errands reasonable and satisfying. Taneja (2012) said that huge amounts of research in the instruction field focuses to a significant actuality – no reasonable improvement in understudy results and holes in accomplishment can be filled until the school chiefs; educators take a shot at solid standards of conduct. School culture has been characterised by multiple points of view, yet we are concentrating here on how the grown-ups – the school chiefs – carry on in a school setting. What practices they pursue, how they connect, what esteems illuminate their conduct, how do pioneers model their conduct – these become the primary managing power in the school's ability to learn, improve, structure its long haul vision and mission and effect the different partners from the understudies to the guardians.

An unmistakable school conduct strategy, reliably and genuinely connected, supports compelling instruction the conduct arrangement must be clear, that staff, guardians and learners surely know it, and that it is reliably connected these are the ten key parts of school practice that, when powerful, add to improving the nature of understudy conduct (Panyadee School, 2015).

4.4.1.5 Attitude of the principal

The attitude of the principal is very important to benefit the school's performance. The principal's attitude is very much important to benefit the whole school so that they can provide the necessary support to the staff (cf. 2.5.2). The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet contemporary societal challenges.

The principal of school C (C1) mentioned that:

Well it's not mine to can say. But through the response that I get from the learners and the teachers, you can say yes it does. Though uh, to say influencing people positively and negatively can only be said by the next person. But I do say so because uh, if people do comply through the plan and then we plan together. Its only one man's job, it's our school, not my school. The learners as well, it's their school, it's not our school. They have to be part and, of the planning and also the decision making, I think.

Teacher C3 responded this way due to the attitude of the principal:

Really, I, like the approach that our principal is, is doing. We, we as educators we get motivated and even the learners they are responding positively.

Teacher A2 expressed his concern that the principal does not treat all teachers the same:

Ja, there is a lack of motivation uh somehow in psychology we say there should be carrots for what you do, meaning that a reward of some sort. There are some teachers who are working, they bring good results and some learners are having good results but the principal together with the entire SMT including the SGB, they don't come up with carrots rewards of some sort. Therefore, motivation is there but is partial. There is some biased system in motivation, it will depend who are you, ja from which family clan are you, is then that you qualify for carrots. That in itself also affect the system.

Chapter 2, expounded that about the frame of mind of the head, McConnell (2015) clarified that disposition could be the main contrast among progress and disappointment. Frames of mind can lift or tear down a group. On the off chance that you need extraordinary outcomes, you need great individuals with incredible abilities and amazing mentalities. At the point when frames of mind go up, so does the capability of the grounds. At the point when mentalities go down, the potential for progress goes with it. Exceedingly able individuals accomplish more than perform at an abnormal state. They move and rouse others to do likewise. Acknowledge everybody for what they bring to the table, support them. Help every individual achieve their potential. The vast majority can tell when somebody has confidence in them (cf. 2.5.2). The principal is the face and head of the school; they have to give support to both SMT, teachers and learners to reach their destination. Good teachers and learners need to feel supported. Principals should also bring a solution to the school. Kelly (2019) stated that problem-solving is the core of the principal's job. New or

established, any principal will be asked to help with many difficult and challenging situations.

A successful principal ought to be open, empowering, and imaginative. They ought to be learner-focused on their choices. Weimer (2012) is of the sentiment that dynamic learning, understudy commitment and different procedures that include understudies and notice learning are called learner-focused. Learner-centred educating urges the understudy to think about what they are realising and how they are learning it. Learner-centred educating persuades understudies by giving them some authority over the learning procedure (cf. 2.5.3 and 4.4.1.5). A good and successful principal should be able to empower teachers and learners. A principal need to embody school spirit and should normally be first to arrive and the last to leave the school. A good principal needs to motivate learners again to work on their own and give them authority over their lesson sessions. Meador (2019) explained that a good principal should be positive, enthusiastic, have his hand in the day-to-day activities of the school, and listen to what his constituents are saying. An effective principal should be available to teachers, staff members, parents, learners and community members.

Teacher A3 said,

The principal will try his best level but if we are not working as one there is always a problem because he will not do justice by just saying this and something positive is not happening until then that we have a thorough management plan, until then that we have a culture his advises will just be in vain because at the end of the day whatever we do will affect the learner's conduct, the learners' discipline and ultimately it will affect performance. But if we do not do it as one whether he did it very good in talking it will amount to nothing.

Teacher B3 mentioned that the attitude of the principal negatively affects the results:

No. because you may find out that ah you know some of these principles sometimes you may find out that he have got his favourite in the school, so obviously division is always there and then if some teachers are doing something in a wrong manner, you did nothing to them but if some did something wrong, then its where you find out that he try maybe to be aggressive or whatever. So this is not good because it is characterized by divisions

In chapter 2, the analyst expressed that the principals of today are relied upon to be so attentive and mechanically progressed, not at all like in the days of yore. Similarly, likewise, with the workplace staff, the teacher as an educator will most likely meet with the head of the school before they start working there. Primary mentality is critical to

you and the school all in all. Frames of mind of principals and instructors make an environment for adapting, frequently alluded to a school atmosphere that impacts school viability (cf. 2.5.2). Key's frame of mind is especially imperative to profit the entire school with the goal that they can give important help to the staff. The school supervisory crew headed by the foremost should create backing and outfit staff with information and abilities to react decidedly to the regularly changing marvel of instruction to address contemporary societal difficulties (cf. 2.5.2).

There is a decent hypothetical motivation to speculate that relational connections among principals and their instructor's impact school experts' frames of mind that characterise the more extensive school atmosphere. Nowadays, the vast majority of the work is done mechanically so wherein the principals should start to know innovation. Schools are made email addresses so the divisions or circuits can discuss effectively with them, not at all like the days of yore where the schools have been furnished with the printed copies. Correspondence is vital in instruction.

4.4.2 THEME 2: CHALLENGES WITH TEACHING AND LEARNING

This section addresses the challenges that are faced in delaying the effectiveness of teaching and learning, and that it will finally affect the end result in a bad manner. The schools that experience an insufficient resource to assist learners may result in achieving very inadequate results, and learners and educators may not be able to share their knowledge in learning (Dwane, 2015).

4.4.2.1 Shortage of resources

Schools that experience insufficient resources to assist learners may result in achieving very poor results, and learners and educators may not be able to share their knowledge in learning (cf. 2.5.3).

SMT member for school (A2) responded that:

Uh resources are very minimal eh as per this thing of uh the teacher, people eh for example, you are having eighty learners in Grade twelve doing Maths, then we got only 20 textbooks. It is a challenge, we don't have copy printers here, then if you get additional material or you source additional material from the internet elsewhere, using your own efforts, you cannot 'cyclooctane' and make new copies for each learner. That is a challenge.

A teacher from school A5 mentioned that:

There is not enough resources to assist learners because sometimes we give learners homework to do at home, there is a shortage of textbooks and even other uh, some learning areas, the teachers they don't even have enough resources to teach.

The principal from school C1 highlighted this:

Uh, in education its mostly based on the resources. When we talk about resources, we are not only talking about uh, the books. Because there are human resources which may also be a factor, there are also experiment, apparatus which are the factors because in certain cases we find that learners are just doing theory in physics.

SMT member from school C2 said that:

Uhm, when it comes to resources, I think all we need – if we can have books, resources, teacher / learner support material. I think that's the first. And uh, number two, when it comes to this crime, I think we need more security. And then overcrowding, we need to have more classes. At least if they build us an extra block so things can be fine.

A teacher from school B4 mentioned that:

Like when you want to go there and you want to show learners with that globe like we are teaching Geography, we don't have the maps and we don't have the globe, what do we call the global, that one that shows us the directions and all the stuff.

Absence of important course books. In South Africa, learners, particularly young ladies, improve on perusing tests when they have their very own duplicates of reading material (Zuze & Reddy, 2014). A portion of the learners are attempting to see a few exercises without having the assets and materials nearby or thus, it will be extremely simple for them to appreciate the exercises if the correct assets are accessible in schools to stay away from a high rate of drop out in schools.

Lack of assets is by all accounts an immense test. The Department of Basic Education (DBE) Section 27(2013) is an open intrigue law focus that utilisations and builds up the law to propel human rights. Section 27 (2013) completes exercises that look to propel the privilege of fundamental instruction, especially in Limpopo Province. Lack of study hall space and congestion homerooms is one of the difficulties in connection to the class framework. The Department of Basic Education (2013) understood that because

of deficiencies in homerooms, some Limpopo schools have up to 135 learners in each class (cf. 2.2.3).

Where Secondary school learners isolate into independent classes for various subjects, one portion of the class is held outside, presenting students to the components. Section 27(2013) is planning court papers to compel the Department of Basic Education to improve the critical condition of foundation in two Limpopo schools. The rot does not stop there; course readings still have not been gotten, packing remains an issue and training is being hampered by a lack of work areas and seats (Nicolson, 2016).

SOPAA (Systems-Oriented Plan for Academic Achievement, 2010) for schools stated the following common challenges that educators are facing when trying to assist learners:

There is a successful school-wide framework set up to recognise students with learning challenges; most instructors in the school do not have the preparation and assets to choose and utilise investigate based mediation. Learning incapacities are both genuine and perpetual. However, a few people never find that learning incapacities are in charge of their deep-rooted challenges in such zones as perusing, math, composed articulation and in perception (Cortiella & Horowitz, 2014).

Learners with learning challenges are related to consistent evaluations and are accessible to instructors, yet teachers do not have sufficient energy to learn or execute intercessions reliably and precisely. As per the National Dissemination Centre for Children with Disabilities (NICHCY), (2013-2016) explicit learning inabilities usually influence abilities in the territories of perusing, composing, tuning in, talking, thinking, and maths. Signs that a youngster may have a learning inability will, in general, show up in grade school.

School-based groups can be powerful in tending to understudies' learning challenges, yet regularly an excessive amount of time slips by between the time the instructor raises the worry, the group meets to talk about it, the mediation is actualised, and the group can meet again to decide its adequacy. Learners may display different

indications of trouble. These incorporate messy penmanship, abstaining from composing, and experiencing issues finishing a composition task that bodes well. Frequently these learners need to concentrate such a great amount on the demonstration of composing that they exclude basic words or truly rearrange what they need to state as an approach to utilise simpler words and shorter sentences, Reading Rockets (2014).

Inadequate assets may truly make schools perform in all respects gravely, and the absence of assets now and again torments low-performing schools in low-salary zones. Hudly (2013) found that regardless of teacher accreditations and subjects explicit worries, when all is said in done teachers in high-destitution schools all the more regularly report working with obsolete course readings hard to come by, obsolete PCs and different sorts of innovation, and lacking or non-existent science hardware, materials and labs. Some schools suffer a shortage of resources in teachers being unqualified and in attracting and retaining good teacher talent and lack of necessary resources for effective teaching and learning (Donachie, 2017).

4.2.2.2 Usage of a programme of assessment

Due to a programme of assessment, according to SMT member of school (A2) mentioned that:

You know if the moral of a teacher is down his/her work will always be sporadic, ja he will not follow the teaching and assessment plan to the latter, he will have many excuses, absenteeism will be high you know that's that, in actual fact it means it is not followed up to the latter. Ja sure.

The educator from school C4 mentioned that about the usage of the programme of assessment in school accepted that they are encouraged to use the programme of assessment,

Yes, we are encouraged. In fact, there is an insistence that uh, we go through the pace setter

Teacher for school C3 mentioned that they use a programme of assessment:

Yes, they teach according to a work schedule because the Department of Education they're supply each and every teacher with the year plan and so on, more especially are coming to moderation because they do moderation at regular interval. Each and every educator is expected or ja is expected to, to move according to the pace set so that we can do it as one. But as I have indicated, you may find that the teacher is trying left and right but unfortunately due to some challenges in the class, eh we find the teacher may be a little bit behind and so on but we are having the pace set on that we are supposed to work in line with.

The principal of school A1 highlighted that:

Yes. Because that is normally frequently monitored by the circuit and they make it a point that all teachers teach according to that because they do send the pace setters to monitor one's progress and paced in teaching or in covering the syllabus.

The teacher of school A3 said that:

We have sometimes, as educators certain learning areas they do have their pace setters but if you check well there are certain learning areas that don't have pay setters and as a result of that it is very difficult to teach according to teaching plans and as long as there are teaching plans there is always going to be confusions among educators because one there is a time where teachers must assess learners in terms of writing test, one day you come into the class then that alone because it was not planned for that day that becomes a challenge to another teacher who has been there to teach, you will miss the lesson for the day so that is why am saying without teaching, a thorough teaching plans there is no way to conduct assessment properly.

Heick (2016) specifies that the teacher should adopt a Zen strategy to their instructing (which means, being quiet and loose and not agonising over things that they cannot change). Regardless of how the last class went, the way assessment should be done, or the unscheduled walkthrough that are not part of the programme of assessment and got the teacher sometime not preparing the classroom ablaze with knowledge and not being ready for the best lesson and that will affect the academic results in a negative way.

Appraisal is a basic piece of guidance, as it decides if the objectives of instruction are being met. Evaluation influences choices about evaluations, situation, progression, instructional requirements, educational programme, and now and again, financing. Appraisals rouse us to pose these hard inquiries:

- Are we teaching what we think we are teaching?
 - Are students learning what they are supposed to be learning?
 - Is there a way to teach the subject better, thereby promoting better learning?"
- Wiggins (2017).

Assessment is a key component of learning because it helps learners learn. When learners can see how they are doing in a class, they can determine whether or not they understand the course material. Assessment can also help motivate learners. If learners know they are doing poorly, they may begin to work harder, Spanella (2017). Learners need to know what to learn and when. Using a programme of assessment help teachers and learners with planning the activity that was done in or outside the classroom. Learners should be given the schedule of assessment so that they can be ready for the next topic or activity. Learners have to learn how to manage their time differently. Some might finish their homework during the school day, help other learners with difficulties to learn. Learners who do learn to use the time well, the teachers say are much more prepared for the tertiary institutions because they know how to manage their time when they leave high school (Jacobson, 2018). Learners and teachers who know how to manage time and make use of the programme of assessment well, do not have challenges of curriculum or work coverage, and it will improve the academic performance of Grade 12 learners.

4.2.2.3 Work coverage

Great schools support great conduct through a blend of elevated requirements, clear arrangement and an ethos, which cultivates order and common regard among learners, and among staff and learners. Division for Education (2016) expressed that instructors have a statutory expert to train understudies whose conduct is inadmissible, who defy the school norms or who neglect to adhere to sensible guidelines (Section 90 and 91 of the Education and Inspections Act, 2006). The power likewise applies to all paid staff (except if the head instructor says something else) with obligation regarding understudies, for example, educating aides. Educators can train learners whenever the understudy is in school or somewhere else under the charge of an instructor, including on school visits (Section 90 and 91 of the Education and Inspections Act, 2006).

The work ought to be secured according to the pacesetter given by the division of training, and if the educator did not figure out how to cover the educational plan, he should accompany the procedures to cover the extraordinary subjects. Despite the fact that having points in the educational plan and training them to understudies is significant, it is not adequate to verify understudies' accomplishment. As it were, it is imperative to keep giving help and preparing to instructors throughout the years with the goal that they are set up to train the subjects incorporated into the educational plan (Arora, 2008).

Principal for school (C1) said:

Sometimes due to the inability of teachers not being well experienced in the subject, in such cases we do outsource. But of course, after having discussed through with the teachers consent, because outsourcing is to improve both the teacher and the learners so that in future they must not outsource again, they must learn together with the learners.

In the case of work coverage, principal of school A1 stated that:

Ja, we have a bit of a challenge because sometimes they ask learners to come on Saturday or in the morning in order to do – in order to cover such. But the challenge that we find is unwilling learners who come late, and who also do to attend on Saturdays. And as such, on the part of the teachers, they are trying.

SMT member of school (B2) said that:

They try to go extra mile afternoon lessons, weekends, school holidays but it's like is not working.

Teacher of school (A3) mentioned that:

It becomes a serious challenge because that will depend on each teacher's range and there are certain educators that live very far from school comes in with transport and transport is very limited from school to work where some are staying so it becomes a serious where other educators don't finish the syllabus as per time syllabus so that learners will be faced with the challenge that they will write the examinations sometimes without covering much of the topics. To cover that sometimes we are pressured to hasten the syllabus not considering those slow learners that might fall behind and that becomes a serious problem so coverage in terms of work it is a serious problem.

Teacher of school (B3) said that about work coverage:

Normally we try to go the extra mile so maybe working after hours, during weekends but the problem is we found out that some of the people they are not interested. As I said we are divided.

SMT member of school (A2) in agreement with Teacher B3 said:

Ja we normally advise and remember as a school community these educators which are employed by the Department of Education and Training, they are an affiliate of certain teachers formation, then you need to be very much tactical when talking to them because you may end up being in court, but we advise them we gently so to arrange for extra lessons namely morning, afternoon, and sometimes Saturday lessons. And they say yes but they always tell you that you know we are entitled to work for seven hours; the question of extra mile is something else. It means they no longer work like teachers before, eh compensation is primary to them, not teaching.

Due to work coverage SMT member of school C2 in agreement with A2 and B3 explains:

In terms of teachers not having covered the curriculum, we encourage that they have extra lessons. They have got an afternoon study wherein the teacher who has not covered the syllabus can attend to the learners and uh, cover up. Ja, and we also do have the morning study. Those are the initiatives to help those that are behind, cover up.

At the point when instructors are giving learners that chance to learn those (teachers) ought to likewise figure out how to be responsible for their very own work. The instructor should account for when the learner is not doing great in class, and the teacher ought to likewise attempt various systems to support that specific student with the goal that it could be simple for the teacher to account for. Sheninger (2015) referenced this to everybody who has and keeps on slamming instructors by executing responsibility structures that will do nothing to enable the learners to prevail throughout everyday life and pursue their fantasies. Moreover, he proceeds with that there should be imaginative approaches to consider teachers responsible so a school-wide spotlight on significant learning turns into the standard (cf. 2.3.5 and 4.4.4.2).

Instructors should never again be compelled to plan learners for a world that never again exists and be considered responsible through one-dimensional methods. Teacher achievement ought to be decided on the item's learners make with genuine apparatuses to take care of real issues. If instructors are permitted to develop and enable learners to make antiques of figuring out how to exhibit theoretical dominance; the ultimate objective ought to be the securing of higher-request thinking abilities. Research directed by the Limpopo Department of Education demonstrates that there are low dimensions of educational programme inclusion and a moderate pace of movement through the work in a large portion of our schools (cf. 1.1).

When a teacher is absent from school or is present at school but does not attend his/her class, the work that should have been covered on that day during that specific lesson lags behind. The other reason for poor curriculum coverage is when a teacher spends insufficient time on class tasks. This happens when a teacher does not use all of the allocated time for the specific lesson. If this practice persists as it does in most of our schools, it invariably leads to poor curriculum coverage, which in turn leads to poor knowledge and knowledge display on the part of the learners. It is important that the high levels of absenteeism and late coming, which persistently plague our schools, be seriously addressed with the determination to end it.

4.4.3 THEME 3: PARENTAL INVOLVEMENT

This section presents how the school and the parents at home should meet in order to assist and support learners and their children in performing good results. The school has to deal with the learners, and the families at home need to deal with their youngsters; also, the two gatherings (school and home) should co-operate to fabricate their kids. Brown and Gordon (2009:169) state that families more often than not begin their association in light of a particular solicitation or at the welcome of the teacher. At the point when guardians have a positive encounter the first run through going to an occasion or volunteer at school, they are probably going to rehash those encounters. All families are keen on the training and prosperity of their youngsters. Great family-school connections energise a solid organisation that advantages everybody (cf. 2.5.5 and 4.4.3).

4.4.3.1 *Lack of communication*

The principal of school A1 highlighted that due to parental involvement and guidance:

Yes, because although we have got a lot of migratory parents who are not home, most children live on their own but we try by all means to phone those who are far away if there is any problems with the learners and those who are present, we call parents meetings to come and check their children's books as to whether they are doing the right thing and also to discuss with relevant subject teachers as to how as to how best can the school – the teacher in particular, and the parents can help the child.

A teacher of school A2 stated that:

Uh parental involvement is very minimal in our school, reason being that we are located at a rural area and most of the parents which are alive of course are working in Jo'burg about 500km away from home, therefore these are learners or kids at school but at home are eh you know parents. It means the families are child headed and then it means parental guidance or involvement is very minimal because this very learner is a learner and at the same time is a parent

A teacher from school A3 mentioned that:

We are trying our best at most to involve the parents but parents are very stagnant to be part of the learners so it becomes a serious problem where children are left, learners are left with us to fend, to guide them and sometimes it becomes a difficult because you need some parental involvement and some guidance there are no parents who are prepared to come here often when you call them, when they come here they become very emotional because you have called them, they are not positive and they are not supportive in that regard.

SMT member from school C2 stated that:

Yes, uhm. In this school we all – with the beginning of every term, we do have a parent meeting wherein parents are informed of the children's progress and we also do these meetings to involve the parents and hear out their views in terms of how best we can make teaching and learning better at our school.

A teacher of school C5 in disagreement:

No parental guidance, and then they just only come during the meeting, the parents' meeting only. There is no parents, parental involvement and guidance amongst the learners. Sometimes some of those learners' parents, they do not ..., they just live far away from them. There is no involvement in parental guidance.

Whenever teacher and guardians have viable lines of correspondence and a confiding in relationship, learner accomplishment improves. Home visiting is a solid way to grow such connections. At the school-level, home-visiting projects enable instructors to meet with a family in the family's home to talk about instructive issues, for example, participation, proficiency and math accomplishment (Weyer, 2016). A few teachers would prefer not to trouble. In any case, the more a teacher includes the parents, the better the youngsters will carry on and perform in the group. Numerous parents need to comprehend what's happening in class; however, they have no chance to get of making sense of how to do this. A school, which stresses parental contact for both

positive and negative reasons, is one, which will develop increasingly successful after some time. Family inclusion at school, including the activities and collaborations that families have while in the school building. Supporting child-rearing exercises, including the nature and nature of the parent-youngster relationship and home condition, rule-setting, and minding practices (Maier, 2013). Parents are a tyke's first and most significant instructor. At the point when guardians are effectively associated with their youngster's instruction, learner accomplishment improves.

Teachers and overseers make all the more family-like schools. A family-like school perceives every youngster's independence and uniqueness, and, similar to a family, it makes every tyke feel exceptional and included. Families make school-like families through their frames of mind and practices. A school-like family perceives every child as an understudy, and, similar to a school, it strengthens the significance of school, homework, and exercises that assemble understudies' aptitudes, gifts, and sentiments of achievement (cf. 2.5.5). Family involvement in schooling is a key to a learner's success. Clear, continuing, two-way communication in school is very important. A school-like family helps parents to know their children's weaknesses so that they can support them and their strength so they can help them to make them stronger. Kuusimaki (2019) mentioned that parents' and teachers' well-functioning communication supports their partnership and also benefits learners' well-being.

Parents, as well, can support correspondence. They can illuminate teachers regarding things occurring at home that may influence learner conduct, a pending separation, genuine ailment, birth of another child, a change or expansion of a medicine, or a parent on an all-inclusive outing abroad are for the most part instances of things that can support teachers. Youngsters who unequivocally item to going to class, detest a specific subject, are being harassed or have an excessive amount of homework been other useful things to talk about with instructors (Curwin, 2012).

4.4.4 THEME 4: THE NEW PROGRESSION POLICY OF THE DEPARTMENT

Chapter 2 featured that, as the division of essential training changes the educational programme after some time, the movement strategy is likewise changing concerning how students should advance to the following evaluation with what pass necessities.

The office is doing this to improve appraisal for figuring out how to guarantee quality and productivity in scholarly accomplishment.

Pocket manual for South Africa (2014/15) expressed that a standout amongst the most critical accomplishments in South Africa was the reaffirmation and consideration given to the job of indigenous information and works on concerning manageable living, maintainable improvement and thinking about the prosperity of future eco-frameworks.

4.4.4.1 Progression of learners

The principal of school A1 mentioned that the progression policy affects academic performance negatively:

Of course, negatively. Negatively because learners are – or we as the school, are forced to pass the failed learners. And unfortunately, with our department, they will not have another means of trying to help those learners who failed. They just leave us with the failed learners, no help, no extra lessons for them from the department or ... I would suggest if the department would come up with maybe the seasonal or the camps where those pick up special teachers who specialize or perform well in their subject, to go and teach and help these learners during the holidays. Because as for a learner who could not pass at school A, being progressed again in school A. Going to be taught by the same teachers whom could not make him pass or her pass. I don't see any reason – uh, anyway they can make that child pass. Expect if the government can come up with a plan.

The principal of school C1 stated that:

It definitely does affect in a negative way. Uh, I say so because the government just phones the schools to promote learners that did not pass but not have plan B as to how are we going to help those that did not pass but progressed. Up till such time that the government comes up with a plan of action on how to help the failed learners who were passed, then we can talk about quality results.

SMT member of school A2 stated that:

That policy if I were having powers, I would scrap it off. It affects the teaching and learning negatively because a learner would just sit back in her phase knowing very well that I go there once and the next year I go to the next Grade, and that in itself it is contrary to the question of age co-ord because as we are sitting, we have got a learner who is 28 years old in Grade 12. That is a mother or a father. And then remember some educators as of now, they are of that age or less, how will you reprimand that person? Then it affects the education negatively, so may question is where are we going as the Republic of South Africa? Can we compete with the other countries like Finland to name? No.

A teacher of school C3 mentioned that:

I will say it's, it's really a disaster. In one way or the other I'm trying to indicate it affects the result negative, because you'll find a situation where a learner according to their ability, he or she cannot cope with the, the work for the next Grade, but because of this thing he's supposed to go to the next Grade. You will understand that if the learner failed to cope with the minimum load of work what about if you add extra work on that one. But I was having a view that these learners who don't perform very well or these learners who don't meet the pass requirement, they must be monitored in such a way that without maybe pushing them to the next Grade they must be seriously monitored. Instead maybe of applying this too, which is a disaster to our teaching and learning situation.

The teacher of school A3 insisted that about the progression policy:

That one is a problem a serious problem because there is no way you can determine the performance of the learner by policy and give it directive learners will always perform as much as they perform on their own so this policy is not working, this policy of QP and that progression is not working because at the end of the day learners are not ready to progress to the next Grade you just do the policy and apply it as it is so it is negatively affecting our progress we wouldn't be surprised that at the end of the year our results are extremely poor because learners will just know that I may not be serious in the class but ultimately I am going to pass so that is negatively indeed it cannot be positive if that is the case. Unless it may be they practiced it the other way but this time this thing of QP is extremely dangerous to our results even performance and overall performance of the learners.

Teacher A5 stated that:

Uh, this progression policy, it affects the academic performance negatively because at first the principal, when learners have failed, the second manager will also tell the principal that uh, progress these learners according to the policy. It also comes back to the fact that educators also face a very serious challenge because learners have been progressed uh, and on top of that, those learners that have been progressed, they are empty, they don't know nothing at all but at the end of the day, when learners fail, they blame the educators that's why learners are failing. But they know that those learners have been progressed without knowing anything. It's a serious challenge.

The division is doing this to improve appraisal for figuring out how to guarantee quality and effectiveness in the scholastic accomplishment. Pocket manual for South Africa (2014/15) expressed that a standout amongst the most noteworthy accomplishments in South Africa was the reaffirmation and consideration given to the job of indigenous learning and works on concerning manageable living, feasible improvement and thinking about the prosperity of future eco-frameworks.

“A learner who does not meet the prerequisites for advancement can be advanced to the following evaluation to avoid the learner being held in the stage for longer than four years”, and advancement for evaluation to review through this stage inside the proper age associate ought to be the acknowledged standard. The point of the Department of Basic Education (DBE) is to create, keep up and bolster a South African school instruction framework for the 21st century in which all residents approach deep-rooted learning, just as instruction and preparing, which, will contribute towards improving personal satisfaction and building a tranquil, prosperous and popularity based South Africa.

At the gathering of the Council of Education Ministers (2015), it concurred that the accompanying criteria ought to be utilised to decide learner movement to the following evaluation. Learners should possibly be advanced if they fulfil the accompanying criteria:

- The learner must have failed to satisfy the promotion of either Grade 10 or Grade 11 and repeated either Grade 10 or Grade 11.
- The learner must have passed the Language of Learning and Teaching (LoLT) and another three of the seven subjects offered.
- The learner must have attended school regularly. Absenteeism over 20 days, without a valid reason, will disqualify the learner from being progressed.

- The learner must have complied with the prescribed school-based assessment (SBA) requirements for that academic year.

4.4.5 THEME 5: ROLES OF HODs ARE VERY DIFFICULT

Chapter two of this study explained that it is important to realise that just because someone is in a leadership position does not necessarily mean they are good and effective managers. If the school has ineffective leadership, there is a high possibility that they might not perform well academically. Principal and HODs need to be more advanced so that it will be easy for them to run the school and be effective. Principals of today are expected to be so observant and technologically advanced unlike in the olden days. Just as with the office staff, you as a teacher will probably have the ability to meet with the principal of your school before you begin working there. Principal's attitude is extremely important to the school as a whole (cf. 2.5.2). A good principal needs to ensure that learners, teachers and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, uncertainty, and hostility (Gunn, 2018). A leader who lacks character or integrity will not endure the test of time. It does not matter how intelligent, affable, persuasive, or savvy a person is, if they are prone to rationalising unethical behaviour based upon current or future needs, they will eventually fall prey to their own undoing (cf. 2.5.3). The problem why many schools are suffering from is a recognition problem; they cannot seem to recognise good leaders from bad ones (cf. 2.2). Everyone wants to do well at work. Teachers work hard to ensure the best possible outcomes and experiences for their learners. A school principal who routinely recognises that teacher's success is a feather in everyone's cap promotes the interconnectedness of the work (Gunn, 2018). Theme 5 will explain why the roles of HODs are difficult.

4.4.5.1 Teacher expectations

Teacher B3 explained that:

We expect them maybe to be punctual, to attend lessons, maybe if we ask them to go extra mile maybe attending Saturday lessons to attend so we will be able to help them

Teacher C3 added that the work of teachers is very difficult because teachers need to achieve a quota to be successful in their work

In terms of, I don't know as whether I should say in terms of the subject but educators they have quotas. They have quotas for each and every subject which is in line with quotas for, for the school. In other words, we are ... on a quarterly basis we are trying to check as whether learners are, are working towards that quota, in relation to maybe (class) quota, district quota, as well as the quota for, for the province, they are subject to quotas.

Working with teachers is very difficult, trying to get the best from the individual teacher, respecting their different skills so that achievement of quotas will be met. Price (2012) explain why the achievement of quotas make the job of a HOD difficult, that the attitudes of principals and teachers create an atmosphere for learning, often referred to as school climate that influences school effectiveness. The principal also functions as teachers who are focusing on instruction along with (and) by the side of teachers (cf. 2.5.2), so as long as the teachers are not willing to work and the attitude of the principal is not good, it will be difficult for the HODs to operate well in school.

The SMT, as a member of school A2, explained that he finds his role very difficult because his team members are demotivated. Pathak (2013) explains that teachers' attitudes play a very important role in learner development. In this instance, the two most important factors are confidence and maturity. Both these facets play a crucial part in shaping the teachers' attitude and behaviour towards the learners and also affect the teaching-learning process (cf. 2.5.2). If the teachers do not have the self-confidence and are not matured, it will be difficult for HODs to run the specific department or section, so it is good to develop teachers and motivate them.

Uh as of now, I as the Head of Department because I must take a lead, there are many positive things I can do but my juniors because they are demotivated and remember a demotivated educator is as good as a dead person. He or she will not say no verbally but the deeds will indicate to you that that person is saying no. so I will do that, keep on saying 'I will do that, tomorrow I will do' that ja.

Teacher B4 concurred with A2 and added that:

They expect their learners to pass at the end of the year and they must study hard on their own because when they say they are waiting for us it's like they are wasting their time.

Teachers are supposed to make sure that learners understand what is expected of them and also help those learners to accomplish that. Teacher and learner should work hand in hand to conquer that (cf. 2.7.2). Alix (2012) stated that, as she was looking at how teacher expectations can affect the performance of the children they teach (cf.

2.7.2.). The expectation of passing can make the job of the HODs difficult because HODs need to coach teachers to know and obtain their expectations which to make sure that learners pass. To watch, listen and engage with learners, need a committed teacher, so if the teachers are not fully committed, then the HODs will be difficult for them to operate.

Teacher A5 added furthermore that the behaviour of learners needs to improve so that the school can have good results:

We expect learners to behave in a good manner. Change their attitude, change their behaviour and become good learners. Strictly good learners. They must change their attitude, the manner in which they behave. I think that can lead to them to, to lead to this school to have good results if they can change their behaviour and attitude.

Effective principals also need to have a high level of emotional intelligence and interpersonal skills. The school leadership must be competent and dedicated; the consequence of such is excellent performance and decreased truancy of learners and the lack of absenteeism from staff members (cf. 2.5.6). Teachers should not be left to oversee discipline independent from anyone else; it is increasingly successful if the school bolters staff and teachers cooperate to determine learner conduct issues. Forceful and savage conduct in learners is less normal; however, when it happens, teachers are regularly left inclination stunned and helpless (cf. 2.5.6). When disciplining learners, teachers need to work together with their HODs so that it will be easy for the HODs to operate and together to determine the learner code of conduct.

Teacher B5 are in agreement with A5 and explained that teachers must have a good expectation of his own role as a teacher to be successful:

Educators' expectations on the learners, is to see to it that all the units that are done in the school, day-to-day work, covers the syllabus, and at the end of the unit, learners must acquire adequate knowledge and skills, so that by the end of each quarter, this can be well-reflected in the performance, in terms of reports.

Teachers are supposed to make sure that learners understand what is expected of them and also help those learners to accomplish that. Teacher and learner should work hand in hand to conquer that. Attitudes have the power to lift or tear down a team. If you want outstanding results, you need good people with great talents and awesome attitudes. When attitudes go up, so does the potential of the campus. When attitudes

go down, the potential for success goes with it. Highly competent people do more than perform at a high level. They inspire and motivate others to do the same. Appreciate everyone for what they bring to the table, encourage them. Help each person reach their potential. Most people can tell when someone has faith in them (cf. 2.5.2 & 4.4.1.5). Offering perspectives and thoughts to others is imperative since when you as the leader share obligations with others, you will not experience any issues whenever in because individuals will go to their various exercises and assigned obligations inside the school. The procedure of basic leadership is mostly on the shoulders of leaders, and school leaders frequently are unfit to choose and execute specific choices for their schools (cf. 2.5.3). The school leaders or HODs should lead as an example at school and be the role model to both teachers and learners when offering perspectives and thoughts; otherwise, teachers and learners will do things their way and will lead to difficulty for the HODs.

The school principal, with his HODs, needs to guarantee that teachers are continually persuaded to do their work and achieve extraordinary results. The school principals ought to be set up to assume a decent job in engaging instructors to accomplish great scholastic execution. The important thing that offers thoughts and power with teachers is being a good leader. DuFour and Mattos (2013) clarified that in an expert learning network, principals and teachers participate in aggregate request to settle on the work that will most profit their understudies. Carl (2009) states that a huge proportion of achievement relies upon the standard of collaboration between school principals and their staff and proposes different advances that may be pursued to elevate this procedure and to invigorate strengthening: developing certainty, advancement of social co-operation, upkeep and advancement of good faculty connections, support of good correspondence, doing compelling clash, drawing and following up clear goals and upkeep of solid working connections. Being a good teacher costs a lot and is an essential undertaking. It needs to take a lot of a teacher's attention to do his work right, and teaching has never been easy. However, it is due to possibilities, accountability, and persistent mutation that we could get the teaching right while it is very difficult to do them at all (cf. 2.7.6). If the teachers are not so attentive in doing their work as expected, it will drag the HODs to work harder and it will be difficult to make the learners pass.

Department of Education (2016) expressed that teachers have a statutory specialist to teach learners whose conduct is inadmissible, who defy the school guidelines or who neglect to adhere to sensible directions (Section 90 and 91 of the Education and Inspections Act, 2006). The power likewise applies to all paid staff (except if the head educator says something else) with obligation regarding learners, for example, instructing partners. HODs can train understudies whenever the learner is in school or somewhere else under the charge of a teacher, including on school visits (Section 90 and 91 of the Education and Inspections Act, 2006). Where the school authority, learners and the teachers are successful and trained then the school condition viable for the learners, teachers and again, parents would likewise draw in themselves into their children' instruction, and things would unfurl with no problem. The setting of learning is a union of relations and physical characteristics to improve learning knowledge (cf. 2.5.6). Teachers need to be trained and developed by the HODs so that teachers will work smarter, knowing what is expected of them and HODs will not be difficult for them to operate the school.

4.4.5.2 Accountability of teachers

When teachers are providing learners with opportunities to learn, teachers should also learn to be accountable for their own work. It is the teacher's responsibility to account when the learner is not doing well in class, and the teacher should also try different strategies to help that particular learner so that it could be easy for the teacher to account.

Sheninger (2015) referenced this to everybody who has and keeps on slamming instructors by executing responsibility structures that will do nothing to enable the learners to prevail throughout everyday life and pursue their fantasies. Sheninger (2015) proceeded with that there should be imaginative approaches to consider teachers responsible so a school-wide spotlight on important learning turns into the standard.

Teacher B3 said:

You know some of the teachers they attend lesson fifteen minutes after the lesson has started and some of them are being pushed to go to classes and sometimes you may find out that they are not fully prepared to go to the classes. That's why they try to drag their feet to attend classes. So I should think according to me there...

Teacher A5 agrees with Teacher B3 and highlighted that:

Uh, there is no accountability at all. Teachers, some teachers do as they wish. They don't honour the periods. Only those who are, only those educators who are serious, who are much care for the future of these other learners, they honour the periods but some of them, they don't honour the periods. They don't go and teach. They disturb teaching and learning.

Teacher C3 concurred with Teacher A5 and Teacher B3 and mentioned that:

Ja there is still a challenge, there is a challenge. Some of the educators... I will not say they ... we, we, we, we, sometimes do un-justice to learners whereby we find that the timetable says I must be in a certain class but unfortunately I decided to be in the office as if maybe I'm doing something busy, whereas I was supposed to be at the right place being in class.

The SMT member of school A2 added that:

Uh honestly, they drag feet in terms of contact time ja, we normally push them from behind to go to the classes and then if a period is an hour, a person takes fifteen minutes or so before he attends and five minutes earlier out. You can see he is robbing the poor kid the precious time, then that's the problem we are faced with.

Teacher B5 explained that teachers need to change their mind and become more productive to succeed:

I think this is shown by the timorous attendance of educators to their lessons, and they are doing that, being well-prepared. So the work output of educators and their accountability thereof, it's shown, its reflected in the reports, or the reporting of the learners.

The principal of school C1 concurred with Teacher B5 and stated:

Ja, they are very much positive though there are some that are spoilt potatoes within but to have a means whereby we can try to monitor them in the form of period registers in class and also period registers in the staffroom to check which teachers are in and out. I think so far it does help.

Teachers should never again be compelled to get ready learners for a world that never again exists and be considered responsible through one-dimensional methods.

Teacher achievement ought to be decided on the item's learners make with true apparatuses to tackle real issues. Riley (2012) expressed that reasonable responsibility frameworks must be set up at seven unique dimensions to guarantee understudy achievement now and later on. Objectives, convictions, qualities, dreams and activities must also be adjusted to what one may discover in a reasonable scorecard. Teacher education can support teachers' engagement with assessment data to inform classroom teaching and learning. Learners may become less engaged when the undue emphasis is placed upon the performance of some groups at the expense of others (Brill, Grayson, Kuhn, & O'Donnell, 2018).

The seven dimensions of responsibility for understudy achievement are a state, educational system, school, head, instructors, guardians and understudies. If teachers are permitted to develop and enable learners to make curious of figuring out how to exhibit calculated authority, the ultimate objective ought to be the securing of higher-request thinking aptitudes. The teacher should account when the learner is not doing great in class, and the teacher ought to likewise attempt various systems to support that specific learner with the goal that it could be simple for the instructor to account. While teachers are accountable for their work to the learners, they should also try to build these learners by mentoring them. Good teachers assess learners regularly to inform teaching, provide feedback to learners and to communicate learner's progress to parents (cf. 2.7.4). HODs need to make teachers accountable for their work so that it will be easy for the HODs to report to the parents about the learner's progress. Sheninger (2015) makes reference to this to everybody who has and keeps on slamming teacher by executing responsibility structures that will do nothing to enable the learners to prevail throughout everyday life and pursue their fantasies. Sheninger (2015) proceeds with that there should be imaginative approaches to consider teachers responsible so a school-wide spotlight on significant learning turns into the standard. Teachers should never again be compelled to get ready learners for a world that never again exists and be considered responsible through one-dimensional methods. Teacher achievement should be decided on the progress learners make with support materials to help them to achieve. The accountability system must recognise the achievements of all learners. Teachers and others will consider the cohort of learners when making judgments about a school. They will also consider the progress of pupils with very low prior attainment (Department for Education, 2013). While teachers are accountable for their work to the learners, they should also try to build

these learners by mentoring them. Good teachers assess children regularly to inform teaching, provide feedback to learners and to communicate children's progress to parents. It will be difficult for the HODs if they do not support teachers' achievement.

Hutchings (2015) referenced that one point of responsibility measures is to improve accomplishment. There is proof that high stakes testing results in an improvement in test scores since instructors centre their showing in all respects intently on the test. Test scores do not really speak to learners' general dimension of comprehension and information, but instead, the way that instructors are concentrating their educating emphatically on planning understudies for the test. Learner's progress should be checked time and again and during teaching not only during formal assessments like tests and assignments. This will also help the teacher whether there is a need to re-teach the essential content or not or maybe can help the teacher to gauge when to adjust instruction (cf. 2.7.3). If the HODs only focus on the formal tests scores it may be difficult for them to achieve the good results, learners' progress can also be checked during teaching where the HODs can make lesson observations, and that will reduce the difficulty on the HODs.

There is no proof up until now that responsibility measures can diminish the achievement hole between burdened learners and their friends. Motshekga (2014) expressed that the government would enable principals and HODs to deal with their schools and their departments, and they will be considered responsible for keeping up an elevated expectation of teaching in schools. All principals and deputy principals will enter into performance contracts in the future with clear performance targets. This will help to strengthen accountability in and district support for schools (cf. 2.7.4). If the HODs cannot deal with their schools and their departments responsibly, it will make their role as HODs difficult.

4.4.5.3 Effective team spirits

Edmondson (2012) in chapter 2 said collaboration is required to examine and concur upon a scope of issues, including, usage of the preparation necessities, supervision of the occupants, evaluation of the inhabitants' exhibition, and shielding of patient wellbeing. Edmondson (2012) additionally included joining as "a dynamic action dependent on individuals who have collaboration abilities and are subsequently ready

to be adaptable in cooperating regardless of when, where or with whom". Joining is described by various practices, one of which is talking up. Talking up is characterised as a true and direct way of correspondence between people, including posing inquiries, looking for criticism and examining botches, and has appeared to affect human mistake preventively.

Dankoski (2014) and Souba (2011) referenced that their discoveries likewise resound with the writing on group correspondence, detailing that there are "obvious issues at hand": issues that appear to be difficult to talk about. We as a whole observe the "elephant", it gets in our direction; however, we come up short on the will, the boldness or the abilities to examine issues and errors that are very self-evident, or to stand up to each other with them (Souba, 2011). Teacher B3 referenced that when instructors are getting directions, they ignore the guidance, and that adds to the issues of our school, and that adds to no camaraderie.

Honestly speaking these people they don't obey instructions. Most of the department are characterized by insubordination. They don't do their work. If they are given instruction, they don't obey and you may find out that when maybe there is some task, they are given the due dates, they don't submit in time. They are being pushed. Sometimes they to be arrogant so I should think that is some of the reason which leads to problems amongst our school.

Sullivan (2017) referenced that most teachers would reveal to you that restraining learners is one of the hardest pieces of their activity; 53 % of teachers are focused on the learners' conduct. Teachers should not be left to oversee discipline independent from anyone else; it is increasingly successful if the school bolters staff and teachers cooperate to determine learner conduct issues (cf. 2.5.6). If the teachers do not obey instructions and do not co-operate, then the role of the HODs will be very difficult. So, teachers need to follow instruction and discipline learners accordingly.

However, Teacher C3 is in disagreement with Teacher B 3 and explained:

Ja according to my observation. There are consultations. Some of the educators you'll find that according to the allocation teacher X supposed to teach for example accounting in Grade 12. That was the surprise we see another teacher teaching accounting on that one which is a positive thing. It shows that there is an indication of team work and we really appreciate that.

Dankoski (2014) and Souba (2011) referenced that their discoveries likewise resound with the writing on group correspondence, announcing that there are “glaring issues at hand”: issues that appear to be difficult to examine. We as a whole observe the “elephant”, it gets in our direction, yet we come up short on the will, the fortitude or the aptitudes to talk about issues and errors that are very self-evident, or to go up against each other with them (Souba, 2011), (cf. 2.7.8). If the HODs can create a good working atmosphere and work team it will be so simple to operate at school; teachers will also adapt and share information that they have and have the spirit of helping one another.

Teacher A5 said that effective departments need team spirit and are in agreement with Teacher C3:

Uh. Some departments have good working spirits, some they don't. uh, there are very few departments here that uh, they have team work. Most of them or most departments or faculty, they don't have team spirit. Everyone is just on their own or whatever so.

Teacher B4 concurred with Teacher A5 and Teacher C3 and explained that need to gather or meet more to create team spirit among team members:

Ja they have a team spirit but when you see maybe we don't gather at all. It's like we gather once in a month and just seeing how far are you, what are you doing now, are you done with your syllabus but coming to check the work then no, it's not like that.

However, there was also evidence that HODs can be effective in their schools and create a team spirit. The principal of school C1 acknowledged this and said that there are meetings in his departments:

Uh, I can say it's here since from the different departments, we do have meetings of difference of departments to come and at least have their plan of action, year planner. And also the challenges within their departments, being the department has and – well let me just say the department as in the SMT, where are challenges, we help each other and then where need be, we also try to advise where advice is needed. I think there is a good, healthy teamwork.

Teacher of school B5 agreed with principal C1 and mentioned that:

I think the heads of departments in our school, are doing it very well, as they organize their educators. They have meetings weekly, so that they agree on, in terms of submissions, and the dates of work.

SMT member A2 supported the statements of Teacher B5 and principal C1 and explained:

Uhm in my departments are try at all costs to cultivate that spirit of oneness. For example if I may set an example, if a FET Life Sciences, they need to sit together when they prepare lessons. So that grade ten will inform eleven, eleven and twelve and so forth but uh due to the shortage of man power, you find sometimes he is the only teacher who is teaching the whole band, and then you cannot say uh there is what we call team work, whereas a person is one ja, but we try to do that in some of the learning areas which overlap like cultural science, physical sciences and life sciences, inorganic chemistry, then Agric educators can go and teach organic chemistry, the life science educators go and teach physical science period.

Edmondson (2012) said teamwork is required to discuss and agree upon a range of issues, including, implementation of the training requirements, supervision of the residents, assessment of the residents' performance, and safeguarding of patient safety (cf. 2.7.8). For the HODs to create team spirit might be a bit difficult task because sometimes the other schools do not have enough teachers, and it sometimes makes them fight more often than to create the spirit of oneness.

4.5 DATA OBTAINED FROM THE DOCUMENT ANALYSIS

Document analysis is happening during the observation setting and data can be obtained in the form of documents. Data can be collected in the form of documents, that is written materials from the school or education department, and that will give a rich source of data information. Observation of relevant records should be considered.

Yavuz (2016:119) mentioned that in document analysis, the researcher should check the originality of the documents. When documents were accessed and checked for originality, the researcher would focus on the documents. At this point, all documents, analysed in this research and also other sources, were carefully read by researcher and researcher comprehended all content. The researcher used documents or tools like a Year Plan, School Improvement Plan, Programme of Assessment and Work Coverage to gather information on how the school plan and prepare for their lessons for both School A, B and C. The researcher will explain each of these documents below:

- Year Plan

A school with the mission and vision that will assist the school with their best educational interests of their students must have an arrangement to acquire great outcomes. A year plan causes the school to characterise what it expects to accomplish with regards to their learner's achievement destinations and objectives. A blend of good arranging and correspondence will guarantee that all stakeholders, including guardians, teachers, executives, principals, SMT, and network, are largely making progress toward similar objectives. Effective year plan execution requires appropriate administration of budgetary and time assets, the production of high-yield groups and the steady checking of all advancement. A year plan energises duty by indicating teachers that their work is basic, some portion of a bigger arrangement to enable their school to succeed. A school with a year plan can screen its encouraging toward key results and assess where and how it might have gotten off track.

A school with a year plan set up, the board has a guide which it can follow, assess and alter to encourage better administration choices and give guidance for the eventual fate of the school. An all-around actualised and conveyed year plan considers all staff responsible for their activities and empowers joint effort. A year plan gives a structure with the goal that the most significant need of the school, which is learners' instructive accomplishment, is dealt with. Once more, this report upheld me to pick up understanding if the arranging of the school may impact the horrible showing of evaluation 12 learners in the circuit. A teacher at School B (B3) expressed about the accessibility of the year plan at their school and that they don't have the arrangement.

A principal at School A (A3) exhibited that they don't, for the most part, have the organisation plan at their school, and that makes the school not running so effectively.

- School Improvement Plan

School improvement plans are extremely liquid reports, to be balanced, refreshed, and adjusted all through the school year dependent on the requirements of our learners and continuous execution information. A school improvement plan is a guide that sets up the progressions that the school needs to improve learner accomplishment and shows how and when these progressions will be made. The reason for a school improvement plan is to manage the school improvement critical thinking and arranging process consistently and help character and sort out arranging and assets that will prompt expanded learner accomplishment at the school. The school improvement procedure is the absolute most significant procedure completed by the school network. It is a sorted out procedure used to guarantee the achievement of everything being equal. After the underlying school improvement plan is finished and submitted circuit office, the arrangement turns into a diagram that ought to be done for the entire year.

- Programme of Assessment

Programme of assessment is characterised as the efficient and progressing technique for a social occasion, examining and utilising data from different sources about a programme and estimating programme results to improve learner learning. Educational evaluation or educational assessment is the methodical procedure of recording and utilising exact information on the learning, aptitudes, mentalities, and convictions to refine programmes and improve learner learning. Assessment is regularly utilised reciprocally with a test, however not constrained to tests. Assessment is a key segment of learning since it enables learners to learn. At the point when learners can perceive how they are getting along in a class, they can decide if they see course material. Assessment can likewise help persuade learners and teachers. Assessment alludes to the assortment of strategies or instruments that teachers use to assess, measure, and archive the scholarly status, learning progress, ability procurement, or instructive needs of learners.

- Work Coverage

The National Curriculum Statement Grades R-12 offers articulation to the information, aptitudes and qualities worth learning in South African schools. This educational plan expects to guarantee that learners secure and apply learning and abilities in manners that are important to their own lives. In such a manner, the educational programme advances information in nearby settings, while being touchy to worldwide objectives. The principal need to guarantee that the work is secured according to the yearly showing arrangement, this will assist the learners with identifying and take care of issues and settle on choices utilising basic and inventive reasoning. At the point when the work is secured, the learners will almost certainly work successfully as people and with others as individuals from a group. Work coverage will prompt good results in Grade 12 learners and will teach them to arrange and oversee themselves and their exercises capably and adequately, to gather, break down and fundamentally assess data.

The researcher also requested the following documents from the principal to gather information on learner attendance and learners progress, namely: class register, admission register, summary register, period register, the minutes of the staff meetings and the minutes of the subject's meetings.

4.5.1 Class register

A class register is the official record of learners' attendance and absence, as required by the Policy on Learner Attendance, Section 19 (Department of Education, 2010) Subsection 265(1)(c) of the Education Act states the it is the duty of a principal of a school, in addition to his or her duties as a teacher, "to register the learners and to ensure that the attendance of learners for every school day is recorded either on the register supplied by the Minister in accordance with the instructions contained therein or in such other manner as is approved by the Minister. The class teacher and the principal to monitor learner attendance and to follow up on the absenteeism of a learner use the class register. Schools also provide the School Governing Body (SGB) and District Offices with the quarterly reports on learner absentee rates. The class teacher administers the class register daily. Immediately after the attendance for the day has been recorded, the following should be reflected: total actual number of learners' attendance; total number of learners' absence; and total possible number of learners'

attendance. At the end of the week, the actual total number of attendances plus the total number of absences must give the total possible number of attendances.

For each month, ensure that the computerised system has entered the following in the Daily Attendance Record for each learner:

- The number of times the learner was late
- The number of days the learner was absent
- The cumulative times late and days absent

At the end of the year, ensure that the teachers have entered the total number of times the learner was late at school, and days absent under “Year Totals”. The data collected from the register will help when analysing the Grade 12 results whether the learners failed because they were not coming to school every day or either coming late regularly. The researcher collected data by checking the school register as an official document to identify whether attendance of Grade 12 learners might influence the poor performance of the Grade 12 learners. The participants were not administering the archives (school register) for Schools A, B and C as the researcher were requesting to consider them to monitor the registers, just schools B and C have their school register being administered; however, it is not so properly monitored.

The attendance registers of the three schools were checked by the researcher and found out that the school B and C was much better due to the attendance, but with school A the attendance was a bit poor. However, the researcher managed to gain many other data from the interviews on how did the lateness to school may affect the academic results. With the school B and C, the attendance register was updated properly, and the absenteeism and lateness were better and manageable, but with school A the register was not even updated properly, or it was not updated daily.

4.5.2 Admission register

The admission register must contain the personal details of every learner in the school, along with the date of admission or re-admission to the school, information regarding parents and careers and details of the school last attended.

Schools must enter learners on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified; the learner will attend the school. If the learner fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly. It is also used to admit learners from other schools through transfer. It is also used by the principal to withdraw learners if parents prefer to take their children to another school. The admission register was checked to identify whether any transfers of Grade 12 learners in the circuit took place during the academic year. With the admission register, the researcher managed to ask the documents for all the three schools as evidence. The three schools (A, B and C) were having the admission register, but all of the schools were not recording all the information that is needed in the register, on some of the information they were just leaving them blank and filing as well was not properly placed. All the documents of the new learners were not filled in; only some of them were put in the file with outstanding supporting documents. This may also cause some challenges when a learner needs to be registered for Grade 12, where personal details of the learner were not confirmed and captured correctly from the lower grades.

4.5.3 Period register

The subject teacher uses the period register in class, and it is kept by the class representative for the day so that when the teacher for a specific subject get into a class can monitor the period register and mark the learners that are absent for that subject. The teacher monitors for his or her own subject and gives it back to the class representative for the coming teacher.

The purpose of the period register is that some of the learners will be at school the whole day but dodging some of the subjects, learner might be marked present in the attendance register or class register but find that the learner is not attending some of

the subjects so the period register should be marked and monitored by respective educators and it will also help the principal if some teachers are not attending their lessons or classes.

At the end of the day, the learner should submit the period register to the class teacher to check and sign and submit to the principal to also monitor and sign. Again, this document supported me to gain insight if the attendance of learners might influence the poor performance of Grade 12 learners in the circuit. The period register for school A was used properly and being updated by the class representative, but the principal was not monitoring it at the end of the day. Meaning the learners and teachers that have missed their lessons cannot be attended to by the principal for a follow-up. With schools B and C, the period register is used and monitored by the principal. Learners are dodging classes after break, and some teachers are not attending their lessons well, but the principal just monitors the register by attaching their signature and not doing anything about the matter.

4.5.4 The minutes of the staff meetings

The principal and the staff should hold some meetings according to the school's policy and year plan. The staff meetings should be minute and recorded properly. All the staff discussions and topics mentioned should in the form of minutes as a reminder to the attendees on what transpired at the previous meeting. The minutes of the staff meetings were used in order to acquire information on the performance, how to improve learner's performance, how to improve the quality of teaching and learning through an assessment plan, year plan, teaching plan, and lesson plan. This improves accountability, strategies and the action plan in improving learner performance through, extra lessons or classes, individual learner attention, parent involvement, learner assessment that is formal and informal, monitoring and support. School A holds their staff meetings monthly and takes their minutes well, but most of the meetings were the updates from the department and less discussion about the problems that might influence the progress of Grade 12 learners. School B use the briefing session that has been held every morning as their staff meetings, and that is not a formal meeting, meaning they do not have enough meetings at all. At the briefing session is only the highlight of the day. School C hold their meetings once or twice in a quarter,

and the minutes were not so properly placed, and the briefing sessions are not held at all. The meetings were not enough.

4.6 CONCLUSION

Chapter 4 outlined the purpose of the study and the questions that were formulated in Chapter 1. The procedure to be followed was described as steps to ensure trustworthiness were highlighted as the research process was detailed. In the data analysis, the data collected from interviews were explained in detail.

The chapter continued with the section that commences with the biographical data collected from participants. Thereafter, the data analysis was presented in the form of five themes and their related sub-themes. Verbatim quotations from participants' transcripts were used in order to guarantee the trustworthiness of the study. Data obtained from the document's analysis were also surveyed. Throughout this chapter, the empirical findings were compared and cross-referenced with the literature review that was conducted in Chapter 2.

The final chapter of this dissertation will synthesise and consolidate the findings of this study by providing a summary, making recommendations and drawing conclusions. Chapter 5 will conclude the study with suggestions regarding future research in connection with factors contributed to the poor performance among Grade 12 learners in the Maleboho-West Circuit.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter focused on the presentation and discussion of the data obtained through semi-structured interviews and document analysis. A comprehensive overview of the process involving the data was discussed, and various themes and overview of the process involving the data were discussed, and various themes and sub-themes emerged in this process (Chapter 4.4). Chapter 5 will elucidate the findings that originated from these sub-questions concerning the theoretical framework and literature review in connection with the contributing factors to the poor performance of Grade 12 learners by school management and teachers as presented in Chapter 2. After a discussion of the findings of this study, recommendations will be made, most notably as they relate to contributing factors to the poor performance of Grade 12 learners by school management and teachers.

5.2 SUMMARY OF THE STUDY

Chapter one presented the background to the study (Chapter 1.3). The research problem (Chapter 1.4) is related to the contributing factors to the poor performance of Grade 12 learners by school management and teachers in the three schools in Maleboho-West Circuit. This chapter presented the research questions (Chapter 1.5) which included the main research question and sub-questions, the research aims of the study (Chapter 1.6) as well as the research methodology (Chapter 1.7).

Chapter two, a literature review was provided, and the following objective of the research was addressed, to discuss factors that influence the academic performance of Grade 12 learners. This chapter aims to discuss the factors, which are contributing to the poor performance of Grade 12 learners in South Africa rural secondary schools. The theoretical framework that underpins this study will be discussed in the next section. A literature review helps the researcher to develop a theoretical framework and relevant the literature in this chapter will address the theoretical aspects of factors contributing to the unacceptable performance of Grade 12 learners.

Chapter three contained the detailed description of research design (Chapter 3.3) and methodology relating to the challenges experienced by leaders and teachers that influence learner performance in Grade 12 rural secondary schools.

The research paradigm (Chapter 3.3.1) and the case study design approach (Chapter 3.2.3) were presented. The semi-structured interviews (Chapter 3.2.3.2.1) with fifteen participants who were used for the data collection process that was obtained from document analysis. Measures to ensure trustworthiness is presented in (Chapter 3.3) as well as credibility (Chapter 3.3.1). The chapter also outlined the ethical considerations (Chapter 3.2.3.1) with the informed consent (Appendix 2) as well as access and acceptance letter for permission to conduct research.

Chapter 4 presented the data from the various data collection procedures of the study and set forth the purpose of the study, the background of the study, outlining the questions that were formulated in chapter one (Chapter 1.5). The research process was detailed, the procedure to be followed was described, and the measures to ensure trustworthiness were highlighted (Chapter 3.3). The data analysis explained what the collected data from the interviews contained as per the document analysis. The following section began with the biographical data collected from the participants (Chapter 4.3). Thereafter, the data analysis was presented in the form of five themes and their related sub-themes (Chapter 4.4). Verbatim quotations from participants' transcripts were used in order to guarantee the trustworthiness of the study. Data obtained from the document analysis (Chapter 4.5) were also surveyed. Throughout this chapter, the empirical findings were compared and cross-referenced with the literature review that was conducted in Chapter 2.

Chapter 5 presents a summary of the main findings of the study and shows how these are aligned with the main aim, objectives and research questions. In connection with contributing factors to the poor performance of Grade 12 learners by school management and teachers, key recommendations are then explained, followed by avenues for future research. The limitations of the study are noted, and final conclusions are outlined.

5.3 FINDINGS OF THE STUDY

The findings of the study will now be discussed according to the four questions that are linked to the sub-research questions of this study (Chapter 1.2).

5.3.1 Findings regarding sub-question 1

The first question from the list of sub-questions (cf. 1.4) was relatively easy to answer from the interview data. Although the definitions were wide and varied, it was evident that all the participants of the study had an educated idea of what skills and knowledge were needed to identify the perceptions of the leaders and teachers regarding the factors that influence the poor performance of Grade 12 learners in rural secondary schools. (cf. 4.4.1.3)

Some participants tried to incorporate as many of the skills and concepts as they could think of (cf. 4.4.1.3) while others limited their opinions to the few that they felt were the most indicative of the perceptions of the leaders and teachers regarding the factors that influence the poor performance of Grade 12 learners in rural secondary schools. Many of the participants used the four C's in order to narrow down the perceptions, which are collaboration, creativity, critical thinking and communication.

While others gave as many perceptions of the leaders and teachers regarding the factors that influence the poor performance of Grade 12 learners in rural secondary schools, one of the participants who stated his perception is the principal of school A1 mentioned that the progression policy affects academic performance negatively, (cf. 4.4.4.1). In other words, the perception of the principal is that the department made it worse about how they do the progression of learners and that the policy affected the academic results in a very bad way, and most of the participants were talking the same about the progression policy. While the school managers need to achieve their objectives which to obtain good results, on the other side the progression policy is dragging them down. The researcher will discuss her findings now in more detail.

5.3.1.1 Leaders need to manage their image

School chiefs who need to accomplish their own work targets need to deal with their picture (Steyn & van Niekerk, 2008). Having a decent picture means giving other individuals a decent impression of you, additionally liking yourself (cf. 2.5.2 and 4.4.1.2). School administrators when investing energy with other individuals or partners will help the school in recognising what the desires for the general population are and what are their perspectives and procedures to improve the outcomes, as the improvement of the presentation needs the endeavours of the considerable number of partners to help the learners. School principals and teachers need a decent impression of themselves all together for the learners to have confidence and trust in them. A few learners need enthusiasm for their investigations, so they need the school chiefs to urge them to achieve their targets (cf. 2.5.2 and 4.4.1.3). A good principal must be highly visible and interacting with learners and teachers. Learners need to know their principals very well and learn from them and also feel comfortable approaching them (Kelly, 2019). School administrators should ensure that they paint themselves with a decent picture so learners should feel physically and mentally safe in their grasp and learners to realise their teachers can be trusted as their role models to help them succeed in Grade 12. School supervisors need to utilise pictures that will have its attractions and its disadvantages, and the teachers and the school principal ought to be able to identify with the worries of their learners. Principals need to invest much energy with individuals, and significantly, they should extend a positive picture (cf. 2.5.2., 2.5.6 and 4.4.1.5). Kelly (2019) mentioned that a good principal should want to give the teachers and staff a sense of empowerment. While teachers are typically in charge of their individual classrooms, many feel powerless to affect the ethos of the entire school. Principals need to be open and responsible towards teacher suggestions for school improvement.

5.3.1.2 Prioritisation and self-discipline

The trouble for most “occupied” individuals or individuals who battle to deal with their time is not in the administration yet in the basic leadership about needs and the self-restraint of adhering to undertakings and overlooking diversions (Clarke, 2009). Needs are things that are significant that we know, however, there is a propensity for responding to pressing things as opposed to reacting to the significant ones. There are

significant day by day exercises that ought to be of high need since they contribute most altogether to our destinations, and have an all the more long-haul effect to achieve our objectives, as opposed to the earnest exercises that are typically progressively present moment and could conceivably identify with our goals. So, we end up having a steady strain between the critical and the significant. Teachers need to show learners how to set appropriate needs with the goal that our dreams, objectives and wants can be met all the more viable (cf. 2.4). Effective teachers need to begin each day by prioritising tasks, identify where best efforts spent and allocate proper time for them. Self-discipline is a common challenge for many people in life. Sometimes it comes with pain to overcome the challenge of self-discipline and achieve the goal.

Where the school initiative, learners and the staff are viable and taught then the school condition viable for the learners, staff and again, guardians would likewise draw in themselves into their kids' training, and things would unfurl with no issue. A learning situation is a mix of social and physical characteristics that make the homeroom experience. It incorporates homeroom the executive's methodology, just as how the space is sorted out, outfitted and looked after (cf. 2.5.6). Teachers should assist learners with settling on the correct choices and decisions, and maintaining a strategic distance from the wrong decisions, and it will be dependent upon learners to settle on the last decisions and choices for themselves. On the off chance that the learners happen to pick the wrong decision and get into mischief in school, instructors, together with the learner, will initially assess the offences, and both think of the arrangement to revise those unfortunate activities.

5.3.1.3 Teacher morale

When employees are not recognised or given credit for a job very well done or immense efforts, they become demotivated. They lose interest and may not even want to try thinking innovatively, get some extra work done or even just perform their role with feelings of obligation and energy because their boss does not seem to care or notice their hard work and dedication (cf. 2.2). Many learners simply do not care about attending school or putting in the effort necessary to maintain their grades. It is deeply frustrating to have too many learners who are only there because they have to be there. A teacher can only do so much to motivate a learner, but finally, it is up to the learner as to whether they decide to change (Meador, 2019).

Amongst other kinds of motivational techniques, individual motivation has been preferred by most of the teachers and managers. While teamwork is an important element of school success, still nothing beats individual attention when it comes to individual motivation. Taking some time speaking to an individual alone and personally can make him, or her feel truly appreciated and that gives them to go an extra mile in improving poor performance in schools.

Secondly, school managers can serve as motivation when they are leading by example. Teachers, learners and parents will be looking at the school managers to set an example for the rest of the group. If the school managers work hard and stay optimistic about everything, even when meeting challenges, the teachers and learners will be likely to do the same, and they will mirror the school managers, and the entire culture of the school environment will become more motivating, and it will be easy to improve the poor performance. Teacher morale affects directly on the delivery of lessons, teacher effectiveness and leadership, learner attitudes, behaviour and discipline, as well as learner performance (cf. 2.2). Teachers are responsible for building a nation. Therefore, schools should be happy places where learners are willing participants in the learning process, and teachers are inspiring and enthusiastic leaders. For this to happen, teacher morale and school climate deserve greater attention. It was identified in this study that the following factors might influence the performance of Grade 12 learners and hurt teaching morale:

- Learner-related problems

Successful schools support all learners' needs, inside and outside the classroom, to help them become effective, empowered learners. The schools' design and carry out programmes that offer all learners a rich educational experience, supporting their academic and social/emotional learning, so they develop the skills needed to successful (cf. 2.2). Schools are facing challenges day in and day out that affects learners' academic performance. Schools experience several issues daily that negatively impact effective teaching and learning. School principals and teachers work hard to overcome these challenges, but it is often difficult. The schools must do their best to minimise the impact these issues have while maximising learner performance (Meador, 2019).

- Academic instruction and curriculum

Some of the learners are struggling to understand some lessons without having the resources and materials at hand or practically so, it will be very easy for them to enjoy the lessons if the proper resources are available in schools to avoid a high rate of drop out in schools (cf. 2.5.4).

- Lack of support

School managers and teachers need to have a good impression of themselves in order for the learners to have faith and trust in them (cf. 2.2). Some learners lack interest in their studies, so they need the school managers to encourage them to reach their objectives. School managers should make sure that they paint themselves with a good image so that learners should feel physically and psychologically safe in their hands and learners to know their teachers well enough to confide in.

- Administrative issues

Schools that experience insufficient resources to assist learners may result in achieving very poor results, and learners and educators may not be able to share their knowledge in learning (Dwane, 2015). Today thousands of South African learners continue to attend schools where poor infrastructure derails effective teaching and learning. By late 2010, EE (Equal Education) began to focus on a national struggle for minimum norms and standards for school infrastructure (cf. 2.3). Teacher morale and other employee issues are important because they affect school climate, the effectiveness of teachers in the classroom, employee attendance rates and retention (Harper, 2018)

- Relationship problems

The school principals should have a good relationship with staff, learners and parents. The school principals should be prepared to play a good role in empowering educators to achieve good academic performance. The principal that shares ideas and power with teachers is a good leader. DuFour and Mattos (2013) explained that in a professional learning community, principals and teachers engage in collective inquiry to decide on the work that will most benefit their students (cf. 2.5.2). Improving the quality of human resources is determined by the various components responsible for education. With professional competence and a close relationship with learners and peers, teachers determine the development of school because teachers can affect the environment of the intellectual and social life of the school, besides that teachers' environment learners (Sehang, 2017).

5.3.1.4 Keeping learning on track

Kelly (2012) mentions that learners must understand what they are expected to learn before they can take responsibility for their own learning. In many instances, learners have incorrect conceptions of what they are learning, why they are learning it, and what quality work looks like. Programs like Keeping Learning on Track (KLT) help provide teachers with practical classroom techniques and educational strategies to help them identify and share the intended learning and criteria for success with students (cf. 2.3.2). This enables learners to understand better what teachers expect them to know, understand, or be able to do, as well as what constitutes a proficient performance. This allows learners to support each other and take responsibility for their own learning by helping them accurately and appropriately evaluate learning against shared adjustments to learning.

It is always easier for everyone to do something that they understand the expectations of why are they doing it. If teachers can manage to set expectations to learners, it will be easy for both of them to improve the poor performance.

5.3.1.5 Teachers need to work in teams to improve results

Hutchings (2015) referenced that one point of responsibility measures is to improve achievement. There is proof that high stakes testing results in an improvement in test scores since teachers centre their showing all around intently around the test. Test scores do not really speak to learners' general dimension of comprehension and information.

There is no proof up 'til now that responsibility measures can diminish the achievement hole between distraught understudies and their friends. To overcome the exhibition challenge, there ought to be a cooperation soul at work (Chapter 2.3.9). Teachers should be dependable and responsible for learners to accomplish great outcomes. At the point when teachers are furnishing learners with that chance to learn them (instructors) ought to likewise figure out how to be responsible for their own work (Chapter 2.3.5). The teacher must account when the learner is not doing admirably in class, and the instructor ought to likewise attempt various systems to support that specific learner with the goal that it could be simple for the instructor to account. Teachers need to buckle down and have the option to represent the negative effect the caused the horrible showing; they ought to have the option to distinguish the difficulties and to improve it. Co-operation makes an open door for group educating and advancement, which may improve execution.

5.3.2 Findings regarding sub-question 2

As indicated in the discussion of themes emerging from the study's findings (Chapter 4.4), all the participants interviewed in this study agreed that the contributing factors to the poor performance of Grade 12 learners are by school management and the teachers. The researcher noted that the three schools (School A, B and C) have ineffective school management teams that need to be replaced. In most of the participants interviewed, it was evident that school leaders and teachers overcome the challenges of the poor academic performance of Grade 12 learners in rural secondary schools. There were many strategies that they were implementing some worked, and some did not work (cf. 2.5.2 & 4.4.1.3).

5.3.2.1 Curriculum coverage

Curriculum coverage inclusion is a standout amongst the most difficulties that the pioneers and teachers experience as the test of the poor scholastic presentation of evaluation 12 learners in rustic optional schools (cf. 4.2.2.3). The educational plan ought to be secured according to the pacesetter given by the division of instruction, and if the instructor did not figure out how to cover the educational programme, he should accompany the systems to cover the remarkable subjects. Despite the fact that having points in the educational plan and training them to understudies is significant, it is not adequate to verify understudies' accomplishment. As such, it is imperative to keep giving help and preparing teachers throughout the years with the goal that they are set up to encourage the themes incorporated into the educational plan (Arora, 2008). Schools should develop the educational plan or substance consideration instrument all together for managers to screen and support instructors to the extent instructive arrangement incorporation. Schools ought to build up the instructive arrangement or substance thought instrument or tool for school principal to monitor and support teachers in completing the curriculum content (cf. 2.5.4., 2.5.6 and 4.4.1.5). It is, an immense test for the lacklustre showing if teachers did not cover the educational plan it is in all respects likely, learners will not pass since they were not demonstrated each point that they would be assessed about and for the learners to see the new topic in the examination is an unsettling and teachers will do inappropriate behaviour to the poor learners. Covering the entire curriculum and educational plan according to the Annual Teaching Plan will assist learners in improving the results of Grade 12 learners in rural schools (cf. 2.5.6., 2.7.2 and 4.4.5.2). Mweli (2015) stated that there is recognisable support for principals; if principals demonstrate that they understand their role, few teachers will take them for a ride. Mweli (2015) identifies that the Curriculum will change, but the basic technique of skills expected of teachers remains. Mweli (2015) then added that the issue of progressed learners and stated that a threshold must be established, there are instances where learners are taking advantage of the policies (failing to attend school), which may send the wrong message.

5.3.2.2 Schools should be a happy place

Teacher morale impacts directly on the delivery of lessons, teacher effectiveness and leadership, student attitudes, behaviour and discipline, as well as learner performance. Teachers are responsible for building a nation (cf. 4.4.2.2). Therefore, schools should be happy places where learners are willing participants in the learning process, and teachers are inspiring and enthusiastic leaders. For this to happen, teacher morale and school climate deserve greater attention. Teachers should show the attitude of enjoying their work, so they find it easy to help learners. Teachers should be fully supported and developed with the content of the curriculum so that learning can take place (2.5.2., 2.5.6 & 4.4.1.5). Smith (2018) explains that a principal takes a closer look at what it takes for learners and teachers to be happy at school and how to build a stronger community. The evidence clear that happier learners work better, get ill less, have less time off school, get higher grades and are generally happier detracts from 'serious' learning, think again (Bethune, 2018).

Working as a team and outsourcing can also pick up teacher morale (cf. 4.4.4.3). Teacher B4 concurred with Teacher A5 and Teacher C3 and explained that need to gather or meet more to create team spirit among team members. Grouping teachers with their respective departments will assist teacher morale. Some teachers are just coming to school for compliance and getting salaries and do not care about the poor learners (cf. 2.5.3 & 4.2.2.3). Teaching is a calling when learners are not performing well, good teachers and good school managers should also be worried. The attitude of the teachers and the school managers is very important, and it can improve or decline the performance. A good attitude helps learners to love what they are doing at school with the help of their teachers and the school managers (cf. 2.5.2., 2.5.3 & 4.4.1.5 & 4.4.5.2). Making school a happy place for learners is a combined outcome of people, place and activities. The key people are the teachers, a welcoming smile and caring demeanour will allow the learner to feel safe and noticed, and helps develop confidence. By creating a positive and supportive environment for learning, the teacher is actively modelling how they would like learners to behave (House, 2018).

5.3.2.3 Effective leadership

The problem why many schools are suffering from is a recognition problem; they cannot seem to recognise good leaders from bad ones. The policies of the school should be owned by the management and staff for implementation school-wide to ensure academic improvement. SMT needs to draft a school management plan to ensure effectiveness in the school. Schools who want outstanding results need good teachers with great talents and awesome attitudes (4.4.1.5). When attitudes of teachers improve, so does the potential of the school. When attitudes go down, the potential for success goes with it. Highly competent people do more than perform at a high level. They inspire and motivate others to do the same (2.5.2 & 4.4.1.5). Appreciate everyone for what they bring to the table, encourage them. Help each person reach their potential. Most people can tell when someone has faith in them.

5.3.2.4 Responsibilities and accountabilities

Information got from the transcript portrayed that SMT does not hold their gatherings normally, and this will influence the scholarly exhibition bad, as members from school B3, A2 and A5. Section 2.5.3 likewise expressed the eagerness of the school administration or the SMT and how would they put their scholarly presentation as far as their activity at school. It is imperative to understand that since somebody is in an administration position does not mean they ought to be. Put another way, not all pioneers are made equivalent. On the off chance that the school has an ineffectual administration, there is a high plausibility that they probably will not perform well scholastically.

Pioneers who need character or trustworthiness would not persevere through the trial of time (cf. 2.5.3). It does not make a difference how smart, approachable, enticing, or sharp an individual is, if they are inclined to supporting deceptive conduct dependent on present or future needs, they will, in the end, fall prey to their own demise. As instructors, we have to go an additional mile and centre to learners in the homeroom and further to the family, to nature and the social universe of the two learners and the gathering. Any learner with lacklustre showing ought to be a genuine worry to a submitted teacher (Chapter 2.3.4). At the point when instructors are giving learners that chance to learn those (teachers) ought to likewise figure out how to be responsible

for their own work. The instructor must account when the learner is not doing great in class, and the teacher ought to likewise attempt various techniques to support that specific learner so it could be simple for the teacher to account.

5.3.3 Findings regarding sub-question 3

The researcher initially thought that she would find the participants with new strategies that they did not even try them at school, and they will work for them. The researcher is working at the District now in the curriculum section, and they always attend the accountability session for the school principals and circuit managers for underperforming schools through a presentation on how are they going to improve their results. The school principals most of them they give the same reasons, same challenges and strategies to improve their results, while those strategies did not work for the school.

5.3.3.1 School management and teachers influence the results

All fifteen participants from (School A, B and C) involved in this study agreed that school management and teachers played a major role in influencing the performance of Grade 12 learners in rural high schools. The school principal needs to make sure these teachers are always motivated in order to do their work and achieve good results. Chapter 2.5.3 stated school principals should have a good relationship with staff, learners and parents. School principals ought to be set up to assume a decent job in enabling instructors to accomplish great scholarly execution. The essential that offers thoughts and power with instructors is a decent pioneer. DuFour and Mattos, (2013) clarified that in an expert learning network, principals and educators participate in aggregate request to settle on the work that will most profit their understudies, Chapter 2.5.3). Besides, various members (counting members A1, C1, A2, C3, A3 and A5) noticed that the movement of students because of the new movement approach of the division influence scholastic execution in a negative manner. Section 2.5.7 expressed the division of fundamental instruction changes the educational plan after some time the movement arrangement is additionally changing about how students should advance to the following evaluation with what pass prerequisites. The office is doing this to improve appraisal for figuring out how to guarantee quality and effectiveness in the scholarly accomplishment.

A few members, including (C1, C3, A2, A3, and B3) noticed that articulation and the worry that the chief does not treat all instructors a similar impact the scholastic outcomes in a negative manner. Part 4.4.1.5 expressed that the frame of mind of the chief is critical to profit the school's exhibition. The foremost's mentality is especially critical to profit the entire school with the goal that they can give the essential help to the staff. The school supervisory group headed by the chief must create, backing and furnish staff with information and aptitudes to react decidedly to the regularly changing marvel of training to address contemporary societal difficulties (Cf. 2.5.2). The frame of mind of the principal should assist the school with growing, instructors to be developed, and guardians to help and be engaged with their children's learning. The disposition of the principal assumes a significant job in the school; it can make or break a school.

Being a decent teacher costs a great deal and is a fundamental endeavour. It needs to take a great deal of a teacher's regard to do his work right, and instructing has never been simple (Chapter 2.3.7). In any case, it is because of potential outcomes, responsibility, and industrious transformation that we could get the instructing right while it is exceptionally hard to do them by any means. Heick (2016) expressed that the reaction to these difficulties is a blend of structure level proficient advancement, self-coordinated instructor improvement, and a disturbing measure of teacher burnout. Great teachers and the principal should dependably place learners in their heart and remember that the enormous job for them is to improve the poor results of Grade 12 results in rural secondary schools.

5.3.3.2 HODs needs to be effective in their roles

School A, B and C clarified that the incapable of authority by HODs additionally influence gravely in the exhibition of the school. Instructors should ensure that learners comprehend what is anticipated from them and help those learners to achieve that. Teacher and learner should work connected at the hip to vanquish that. Learners must grasp what they are required to learn before they can expect obligation for their very own learning. In various cases, learners have off course starts of what they are acknowledging, why they are learning it, and what quality work takes after (Cf. 2.3.2).

Participants, B3, C3, A2, B4, A5, and B5 likewise included that crafted by the teachers is troublesome because instructors need to accomplish an amount to be effective in their work. Instructors should ensure that learners comprehend what is anticipated from them and help those learners to achieve that. Teacher and learner should work inseparably to vanquish that. Learners must comprehend what they are required to learn before they can assume liability for their very own learning. In numerous examples, learners have off base originations of what they are realising, why they are learning it, and what quality work resembles (cf. 4.4.5.1). The study found that HODs do not bolster instructors to turn out to be increasingly successful.

Demeanours can lift or tear down a group. On the off chance that you need exceptional outcomes, you need great individuals with incredible abilities and amazing demeanours. At the point when frames of mind go up, so does the capability of the grounds. At the point when frames of mind go down, the potential for progress goes with it. Exceedingly skilled individuals accomplish more than perform at an abnormal state. They rouse and persuade others to do likewise. Acknowledge everybody for what they bring to the table, energise them. Help every individual achieve their potential. A large number of individuals can tell when someone believes in them. This was not given by HODs in this research. Teachers who participated in this study did not believe in the capabilities of the HODs to improve teaching and learning in their departments under their control. The study found further that HODs did not give teachers the support to improve their teaching practices which might have an impact on the improvement of Grade 12 results.

Chapter (2.4) referenced that attempts to address school guidance challenges had been depicted by issue and a nonappearance of responsibility. Hutchings (2015) referenced that one point of responsibility measures is to improve achievement. There is proof that high stakes testing results in an improvement in test scores since teachers centre their showing in all respects intently around the test. Test scores do not really speak to learners' general dimension of comprehension and information, yet rather, the way that instructors are concentrating their educating unequivocally on getting ready understudies for the test. The National Development Plan is lined up with the Department of Basic Education's Action Plan and Vision for Schooling in 2025 in the two its finding and proposed arrangements (cf. 2.5.6 and 4.4.5.2). Teachers ought to be in the homeroom instructing and be responsible for the work that they are

continually doing. Learners ought to be told, reviewed and monitored on the progress of their work. HOD should be steady in this, and it was not evident in this study.

5.4 RECOMMENDATIONS

5.4.1 Teacher development programme

The findings of this study indicated that school management and teachers need to work together to achieve good results. Chapter (2.4) mentioned that attempts to address school education challenges had been characterised by blame and a lack of accountability. Chapter (2.4) referenced that endeavours to address school education difficulties had been portrayed by fault and an absence of responsibility. Rural schools face challenges because school management and teachers do not work together, and therefore, there is a lack of accountability. Someone needs to be kept accountable for the poor results in rural secondary schools. Rural schools should implement Teacher Development Programmes to support their teachers and make them accountable for their actions. Teacher Development Programmes should also be targeted at those areas where teachers' subject knowledge is weak and need improvement. In doing these, teachers will take additional activities in recognising the areas in which they need further improvement. Teacher Development Programmes need to be implemented at school level by the School Management Team wherein the Heads of Departments support teachers with their subjects, content knowledge by checking the learner's workbooks, performing class visits and assist in monitoring and moderating the learner's assessments. This might also support HODs to do their work effectively. HODs could now be kept accountable for their actions as middle leaders.

5.4.2 Delivering of the curriculum

The Department of Basic Education (DBE) expressed that security and peacefulness were necessities for the accomplishment of instructive results (Cf. 2.5). School brutality was not novel to South African schools but rather was a typical wonder all through the world. Gina (2015) referenced some powerful systems to address school viciousness which incorporates, having sensible class sizes, having responsible school the board, giving learners a voice, as learners must be a piece of the arrangement.

Ramphela (2013) prescribed in her talk that driving subject-express competency preliminary everything considered and give concentrated educator getting ready will help teachers in achieving better results. Instructors will screen learners' advancement well as they Department and teachers appropriately prepare them will at that point have the option to survey learners' advancement, checking the advancement of learner's work and give criticism on the best way to improve their work.

Help instructors grow better methods for conveying the educational plan utilising the learner exercise manuals that are given, including organising exercises, covering the material in the educational programme and leading appraisals. The school the board additionally started to assist instructors in improving their insight into the subjects they educate. The instructor improvement projects ought to likewise be focused on those zones where teachers' subject learning is weakest. Teacher advancement projects should be actualised at school level by the School Management Team where Heads of Departments at school level helps their instructors by improving instruction, conduct lesson observation and give constructive feedback to improve teaching and learning. This might have an impact on the improvement of Grade 12 results in rural schools.

5.4.3 More support needed from SMT and HODs

SMT and HODs might support the teachers on how to teach the learners. HODs need to model the teaching of good lessons to teachers who need extra help. HODs can team teach with these teachers to give them extra support. SMT and HODs need to teach learners to apply action verbs when answering different questions. If learners do not understand the action verbs correctly, it might be difficult to answer the question properly in real exam conditions.

5.4.4 Strategies that might influence results in rural secondary schools

The researcher has identified different strategies which underperforming rural school might implement, which could have an impact on the poor results of Grade 12 learners in rural secondary schools. The researcher identified these strategies when visiting schools during monitoring visits in her new role at the District Office:

- Conducting subject clinics

Department of Education to conduct extensive teacher training and development for teachers that lack content knowledge and those that are under-qualified. Subject clinics will also help teachers to sharpen each other. The subject clinic is where teachers attend workshops with other Grade 12 teachers, and they will be demonstrated by representatives of the circuit or the district of how to teach according to the annual teaching plan so that they can cover the curriculum at the right and specified time. These workshops will be during the school holidays (cf. 2.2).

- Demarcations of schools per phase

The researcher also identified the strategy of demarcations of schools per phase wherein the secondary school should be demarcated in junior secondary and senior/high school. Junior secondary will be from Grade 7-9 and high school from Grades 10-12. The school as a whole must focus on the implementation of an effective assessment policy in Grade 7 to 9 as this is missing in rural secondary schools. The use of individual learner data from the lower grades might help to improve instruction and progress of learners in Grade 10 to 12.

- Demarcations of schools per streams

Demarcations of streams might also help as a strategy to improve Grade 12 results. There should be specialising schools, example; in the circuit will be schools for commercials, schools for sciences and schools for general streams. This technique will help a great deal particularly now because numerous schools when they fail to meet expectations consider phasing commercial streams out, imagining that it is the primary driver of disappointment rate, yet at the same time offering the sciences subjects alone will not improve results. This demarcation will also help to offload teachers work because teachers will focus on the areas of their specialisations and they will put more effort in because they know what they are teaching (cf. 2.5.3 & 4.4.1).

- Conduct career guidance

Career guidance will assist performance in guiding learners in different careers. Especially commercial streams because schools are facing the subjects out, so learners need to know better about the subjects and the careers to follow.

5.5 CONTRIBUTION AND MAIN OUTCOMES OF THE STUDY

5.5.1 Introduction

While working through the data gathered in Chapter 4, it became apparent that the findings and recommendations from this study could be structured and used for the development of a Teacher Development Programme. This Teacher Development Programme will be suitable to be used by HODs and teachers under their responsibility. SMT will be accountable to give HODs the support to implement the Teacher Development Programme with success in their teams. This Teacher Development Programme might support HODs in the provision of effective leadership.

5.5.2 Aspects of school management that promote a Teacher Development Programme

Principals should ensure that leaders receive quality instruction both inside and outside the classrooms. A good principal should have a good and positive attitude as it also helps the learners to find inventive ways to feel good about school and educator feel good about their work (cf. par 2.2.2). The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet contemporary societal challenges (cf. par 4.4.1.5). The school principals should have a good relationship with staff, learners and parents. The school principals should be prepared to play a good role in empowering teachers to achieve good academic performance. The principal that shares ideas and power with teachers is a good leader.

School management needs to ensure that they implement the following five strategies as school management as part of the Teacher Development Programme:

- Provide good attitude between school and home, and between learners and teachers who acted as the instructional leader in the classroom daily (cf. par 2.5.2, & 4.4.1.5).
- Provide sufficient resources to assist learners (cf. par 2.5.3, & 4.4.2.1).
- Engage and involve parents and families in the learner's school activities (cf. par 2.5.5 & 4.4.3).
- Provide effective school leadership, (cf. par 2.5.3 & 4.4.1).
- Provide effective behaviour management in schools (cf. par 2.5.6 & 4.4.1).

5.5.3 IDENTIFY SUITABLE AND EXPERIENCED TEACHERS AS HODs TO SUPPORT TEAMS

The first step is for school management to identify suitable and experienced teachers who can support teachers and improve their subject areas. Table 5.1 can be used as a checklist by the school management to identify suitable HODs by evaluating the characteristics that should be demonstrated by an effective HOD.

Table 5.1: Checklist to identify effective HOD

Name of candidate:		
Characteristics	Yes	No
Provide their teachers with oral and written feedback HODs to allow teachers to become aware of their progress throughout the mentoring process		
Provide advice and assist teachers in different aspects such as classroom management, lesson preparation, timetabling and the school environment		
Support teachers in how to manage time allocated to each topic in the subject		
Guide teachers through complexities of organisational context in which classrooms are embedded such as mandatory documentation including curriculum and policies		
Have the ability to articulate aims, policies and curricula required by an education system		
Observe their teachers while teaching to identify areas that need improvement and areas in which they excel		
Help teachers to gain insight into a new profession by providing information by understanding the complexities of a school's culture in professional development		
Be an example of how to behave, manage and engage learners and staff in a teaching environment		

Must be able to listen to teachers concerns and opinions to instil confidence		
Provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools		
Have a strong foundation of content knowledge to assist teachers with skills development		
Support teachers in terms of professional and emotional support		
Plan for teaching which will keep teachers organised and on track on what to teach and when to teach a specific topic		
Use a checklist to assist them in their duties on what to cover with their teachers during the programme duration		
Teach the same subject as the teacher in order to provide them with structured subject-specific knowledge		

According to the Employment of Educators Act, Act 76 of 1998 (EEA) the governing bodies and school principals need to be involved in the advertising of teaching posts, the search for and interviewing of good candidates, as well as in the identification of the right person for each position for the following reasons:

- The parent's representatives in the governing body, together with the principal and the school's management team, are in the best position to determine the specific employment needs of the school.
- The parents on the governing body have an obligation toward the school community to recommend the appointment of the best qualified, motivated, committed and competent educators to vacant posts, in order to ensure effective and quality teaching and learning for their children.
- Education is the conveyer of culture, of moral and normative attitudes, and values. The school should be the extension of family life and should reflect the culture, norms and values of a specific school community.

5.5.4 The responsibility of the HOD to support their teams

It is the responsibility of school management to inform HODs of their responsibilities in order to support their team members through the Teacher Development Programme.

The Teacher Development Programme outlines the roles of HODs in the Teacher Development Programme. Figure 5.1 explains the responsibilities of HODs.



Figure 5.1: The responsibility of the HOD (par 2.2.6)

- A consistent approach to behaviour management

A consistent approach to behaviour management is important to learner improvement, and teachers need to be equipped with the effective skills and responses where the difficult behaviour occur (cf. par 2.5.6)

- Classroom management

Managing of the classroom is as well the crucial aspect because effective teaching and learning cannot take place in a disorganised, disordered and unmanaged classroom (cf. par 2.5.6).

- Power of school leaders

Good school leaders can make a good impact in the performance of the learners, and good leaders should be capable of persuading his or her followers to share his or her values and vision, in order to achieve learners' results (cf. par 2.5.6)

- Rewards and sanctions

Rewards and sanctions serve as incentives and motivation to learners in order to improve the performance, rewards such as giving stamps for hard work learners, and sanctions for classroom behaviour are as well to lead learners to stay quiet disciplined (cf. par 2.5.6).

- Behaviour strategies and the teaching of good behaviour

The behaviour of learners in the classroom contributes to the performance of the learners; sometimes it might be difficult or challenging, teachers should play an important role in creating a good environment to encourage learning, and improve learner's behaviour (cf. par 2.5.6).

- Staff development and support

One of the responsibilities of the principals is to develop and support the staff, and the principal determines whether professional development is taken seriously and implemented or not (cf. par 2.5.6).

- Pupil support systems

Learners support systems should be in place so that the learner performance be obtained (cf. par 2.5.6).

- Liaison with parents and other agencies

It is important to engage parents and other agencies in the learner's and social and school life so that it will be easy for the teachers to deal with the challenges that the learners might be facing (cf. par 2.5.6).

- Managing pupil transition

Schools should work in partnership with parents and families to address the needs of the learners (cf. par 2.5.6).

- Prevent bullying

Schools should prevent bullying and learners must feel safe at school, parents and other adults can help learners who suffer at the hands of bullies (cf. par 2.5.6).

- Ensure that pupils complete assigned work

The learners need to be encouraged to at least write down their given work so that they do not forget, includes, homework to be completed, exam dates, projects deadlines, competitions dates, etc. (cf. par 2.5.6).

- Regulate the conduct of pupils

Code of pupils helps to promote the rights and safety of all learners and teachers as well as parents; ensure learners' responsibility for their own actions and behaviours (cf. par 2.5.6).

The HOD must also make sure that he or she supports their team members in order for them to improve their practices as Grade 12 teachers. Table 5.2 can be used as a tool to help HODs when they are supporting their Grade 12 teachers.

Table 5.2: Role of the HOD to support the Grade 12 teacher

Name of HOD: _____ Name of Grade 12 teacher: _____		
Role of the HOD	Yes	No
Provide guidance on a range of educational topics which will help the Grade 12 teacher cope in their new work environment and promote classroom management		
Provide feedback to Grade 12 teachers regarding their progress and identify areas where improvement is needed		
Provide advice on classroom management so effective learning can take place and learn how to manage learner discipline		
Conduct observation sessions where the Grade 12 teacher can see how to interact with learners in order to create an atmosphere the achieves effective learning		
Act as a role model and illustrate how a teacher should behave and react in a professional work environment		
It is the responsibility of the HOD is to structure regular meetings where HODs and Grade 12 teachers can sit down and discuss different factors regarding the Grade 12 teachers progress, this is an opportunity for the mentee to ask a question regarding different areas of concern		
HODs should maintain a confidential relationship where Grade 12 teachers feel that they are safe and able to share personal feelings regarding their new work environment and profession		
HODs should assist beginner teachers in problem-solving; this will assist them in working at higher levels of thinking		

It is clear from Figure 5.1 and Table 5.2 that the HODs have many responsibilities in the development of teachers through the Teacher Development Programme. However, the Grade 12 teacher also has a role to play in the improvement of Grade 12 poor results.

5.5.5 The role of the Grade 12 teacher to improve their own practice through the Teacher Development Programme

The researcher believes that sometimes the cause of poor academic performance might be yielded because of poor teaching, due to a gap between materials used to teach and evaluation instruments, especially those used for international purposes.

These gaps need to be filled. As teachers, we need to go an extra mile and focus to learners in the classroom and further to the family, to the environment and the social world of both learners and the group. Any learner with poor performance should be a serious concern to a committed teacher (cf. par 2.3.1). Figure 5.2 will explain the responsibilities of teachers.

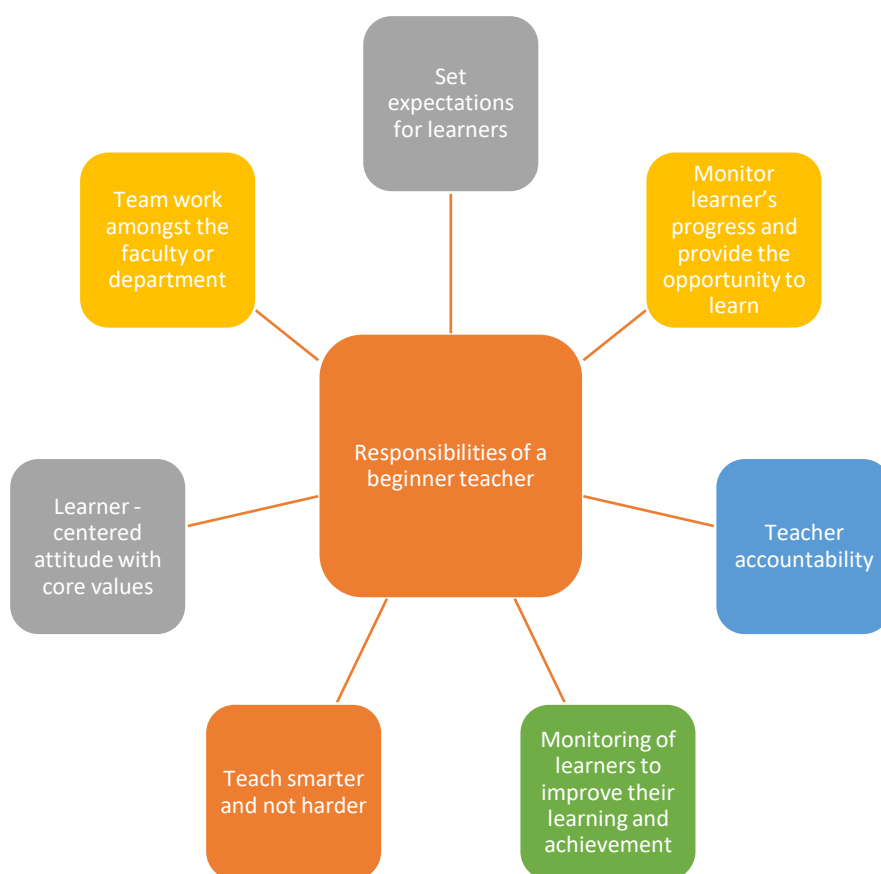


Figure 5.2: The responsibilities of the Grade 12 teacher (cf. par 2.3.)

- Teachers are supposed to make sure that learners understand what is expected of them and also help those learners to accomplish that (cf. par 2.3.2).
- Learner's progress should be checked time and again and during instruction not only during formal assessments like tests and assignments (cf. par 2.3.3).

- When teachers are providing learners with that opportunity to learn, they (teachers) should also learn to be accountable for their own work (cf. par 2.3.4).
- Teachers should be accountable for their work at school and also make sure that learners are being mentored (cf. par 2.3.4).
- Being a good teacher costs a lot and is an essential undertaking. It needs to take a lot of a teacher's attention to do his work right, and teaching has never been easy (cf. par 2.3.8).
- Where the teacher does not teach smart, it will also affect the learners to can work on their own or apply a learner-centred attitude (cf. par 2.3.6).
- Speaking up is defined as a sincere and direct manner of communication between individuals, including asking questions, seeking feedback and discussing mistakes, and has been shown to have a preventive effect on human error (cf. par 2.3.8).

It is clear from Figure 5.2 that Grade 12 teachers have many responsibilities and are accountable to succeed in the classroom. Table 5.4 is a tool that can be used by Grade 12 teachers to improve their own practices as part of the Teacher Development Programme.

Table 5.4: Supportive tool for Grade 12 teachers to improve their own practice.

Name of HOD: _____ Name of Grade 12 teacher: _____		
Role of the Grade 12 teacher	Yes	No
Grade 12 teachers need to identify areas where they need assistance		
They must be open to communication with experienced staff members who provide them with insight regarding the teaching profession and school environment		
Observe their HODs to acquire questioning skills to enable them to test learners understanding of certain topics		
Participate in discussions with their HODs regarding their progress in their new profession in order to identify different areas where they need to pay attention to		
Grade 12 teachers should adhere to a school culture of professional collaboration in order to become an integral member of the school community		

Meet regularly with HODs; these meetings are structured meeting, and Grade 12 teachers should prepare for these meetings in which they are expected to ask questions on which they need assistance		
Participate in in-service training where they acquire new skills in order to become more effective in the profession		
Grade 12 teachers should reflect on their own practice and identify areas on which they can improve		

School management with their HODs can implement the Teacher Development Programme as a tool that might improve the results of Grade 12 learners.

This Teacher Development Programme can be implemented without any financial cost or extra funding from the Department of Education.

5.6 CONTRIBUTION OF THE TEACHER DEVELOPMENT PROGRAMME TO THE THEORY AND PRACTICE OF THE IMPROVEMENT OF GRADE 12 RESULTS

The school principals ought to have a decent association with staff, learners and guardians. The school principals ought to be set up to assume a decent job in engaging subject specialists to accomplish great scholarly execution. The key that offers thoughts and power with subject specialists is a decent pioneer. DuFour and Mattos (2013) clarified that in an expert learning network, principals and teachers participate in aggregate request to settle on the work that will most profit their understudies (cf. standard 2.2.2). The Teacher Development Program will add to systems and routines with regards to the improvement of Grade 12 results in rural secondary schools. The researcher is filling in as the senior education specialist (subject advisor), and the principle key responsibilities are to monitor and support teachers to improve their outcomes. Delivering effective lessons is one of the systems that will impact the improvement of Grade 12 results. The researcher will support principals in the implementation of the Teacher Development Programme. Through the Teacher Development Program, teachers will be encouraged to change the classroom into an effective teaching and learning environment.

Teachers will learn to make connections with learning situations where learners can meet high expectations to improve their results. The researcher in her new role will support school principals and explain to them that the Teacher Development Program might help them to improve the standard of teaching and learning in their schools.

The researcher will change the Teacher Development Program into a teacher manual after the acceptance of her master degree with the objective that rural secondary schools under her supervision will keep using the manual to help the schools to improve their results. The researcher in her new job will ask consent from the District Office to use the teacher improvement manual as a helpful technique to be used by principals in rural schools after the finishing of her master degree studies. Under the researcher's supervision in the developmental of the schools in the educational programme for the Capricorn District North Polokwane to improve the Grade 12 results of rural secondary schools through the Teacher Development Programme.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

This study confirms that there are rich future prospects for research in connection with contributing factors to the poor performance of Grade 12 learners by school management and teachers.

- Further research needs to investigate why teaching and learning are so poorly managed and identify teaching methods that are great and have an influence on the improvement of Grade 12 rural high school results. A comparative study with functional high schools is suggested.
- Another research study could explore why the Department of Education does not provide proper development and workshops for teachers with a lack of content or subject knowledge.
- Further research explores the challenges encountered by the teachers in implementing the progression policy that is provided by the Department of Education that is affecting the performance so badly.
- Research could be undertaken that explores the rate of absenteeism as a challenge for teachers and learners. And, absenteeism should cause disruption and negatively affect the teaching and learning going on in the classroom.

- A further investigation could explore the overcrowding of classrooms and under-resourced schools as this is a reality in South Africa, and intervention strategies will need to work around this.
- Another research study could explore why the Department of Education does not provide the proper support for teachers and learners in connection with the challenges relating to the poor performance for Grade 12 learners.
- A research study could investigate the role played by school principals in conflict-resolution situations, involving strategies parents and teachers when reports of disruptive and challenging poor performance in Grade 12 learners are brought to the parent's attention.

5.8 LIMITATIONS OF THE STUDY

Only three out of possible thirty-two schools in the Maleboho-West circuit were interviewed. The researcher would have been able to get a better idea of how accurate the results are if more schools were involved in the study. The emerging themes could have been strengthened by increasing the number of participants. Various teachers were interviewed, as well as the principals and SMT members. The Maleboho-West Circuit has 32 schools, and only three schools were sampled for this study. Could the researcher have received the same data from the teachers of all 32 schools had been interviewed? The answer would be no; every school has its own challenges to resolve that it is facing. However, the data from the principals were in line with the data collected from the SMT members and teachers who participated in this study. This study was limited to public schools in a Maleboho-West Circuit in the Blouberg area.

5.9 CONCLUDING REMARKS

Generally, contributing factors due to poor performance in Grade 12 learners continue to be a thorny problem for all involved in the school environment situation. The comprehensive breadth of this study has highlighted that school management and teachers are the cause of real concern, which contributes to the high failure rate of Grade 12 learners. However, this study also identified a Teacher Development Programme for rural secondary schools that might contribute to the improvement of Grade 12 results in rural secondary schools. SMT and HODs must take these findings of this research into account when implementing such a Teacher Development

Programme. This will encourage teachers to upgrade their knowledge, skills and competencies in their daily management of their classrooms. The Teacher Development Programme is missing in rural secondary schools. This might be the missing link to improve the results of Grade 12 learners in rural secondary schools. Let us all take hands together and take the next step to give our learners a better education which they deserve.

REFERENCE LIST

- Abdulkareem, A.Y. (2011) *Management of educational facilities in Nigerian Secondary Schools. The roles of administrators and inspectors. Department of Education Management. University of Ilorin, Nigeria.* <https://www.academia.edu>. Accessed on 15 May 2015
- Abdulkareem, A.Y. & Fasasi. Y.A. (2012) Management of educational facilities in Nigerian secondary schools: The roles of administrators and inspectors. *East African Researcher* 2 (2), 99-108.
- Adams, J., Khan, H. & Raeside R. (2014) *Research Methods for Business and Social Science students, (2nd Ed.)*, London: SAGE Publications.
- Aladjem, D.K., Birman, B, Orland, M, Harr-Robbins, J, Heredia, A, Parrish, T.B. & Ruffini, S.J. (2010) *Achieving dramatic school improvement: An exploratory study. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation and Policy and Program Studies Service*
- Alix, S. (2012) *Teachers' Expectations Can Influence How Students Perform.* <https://www.npr.org>. Accessed on 17 September 2012
- Alka, A. (2008) *Relationship among curriculum coverage, teacher preparedness, and student achievement in TIMSS Advanced 2008.* Retrieved from https://www.iea.nl/sites/default/files/irc/IRC2010_Arora.pdf. Assessed on 16 March 2017.
- Ander, R., Guryan, J, & Ludwig, J. (2016) *'Improving academic Outcomes for Disadvantaged students: Scaling Up Individualized Tutorials'.* (Washington: The Hamilton Project, 2016), available at <http://www.hamiltonproject.org/assets/files/improving-academic-outcomes-for-disadvantaged-students-pp.pdf>
- Androniceanu, A. & Ristea, B. (2014) *Decision Making Process in the Decentralized Educational System.* <https://www.sciencedirect.com>. Accessed on 15 March 2016
- Armstrong, J.S. (2012) Natural Learning in Higher Education, *Encyclopaedia of the Sciences of Learning*. Heidelberg: Springer
- Babbie, E. R. (2004:183) *The Practice of Social Research.* Belmont, CA Wadsworth Publishing Company

- Bada, L. & Olusegun, S. (2015) Constructivism Learning Theory: A paradigm for Teaching and Learning. *Journal of Research & Method in Education*, 5 (6), 66-70.
- Baosheng C. (2019) Education in China. Ministry of Education. Wikipedia. <https://en.m.wikipedia.org>. Accessed on 15 March 2019
- Bates, S., & Watt, L. (2015) *Staff development for raising attainment: a practitioner's view of what works*. [https:// www.tandfonline.com](https://www.tandfonline.com). Accessed on 25 April 2016
- Berg, B.L. (2009) *Qualitative research methods for the social sciences*. 7th International edition. Pearson International. Boston: Allyn and Bacon.
- Bethune, A. (2018) How to create a happy classroom. Accessed on 10 June 2018
- Blogger, A. R. (2018) *What is the significance of the research study?* Quora – 03 November 2018.
- Bodgan, P. (2016) *Student-Cantered learning Environments: How and why Edutopia – student-centred secondary Math teacher*. <https://www.edutopia.org>. Accessed on 15 March 2016.
- Bogdan R.C., & Biklen S.K. (2007) *Qualitative research for education: An introduction to theories and methods*. Boston: Pearson.
- Brains, C.L., Willnat, L., Manheim, J.B., & Rich, C.R. (2011) *Empirical Political Analysis*. 8th Edition. Boston, MA: Longman
- Brill, F., Grayson, H., Kuhn, L., & O'Donnell, S. (2018) What impact does accountability have on Curriculum, standards and engagement in Education? A literature Review. Slough: NFER. ISBN-978-1-911039-81-5. Accessed on 17 May 2018
- Brinson, D., & Steiner, L. (2012) *Building family and community demand for dramatic change in schools*. Chapel Hill, NC: Public Impact
- Brown, M.J. (2019) Teacher perceptions of factors influencing classroom management practices: A comparative case study of two public high schools in the Western Cape. Accessed on 15 March 2019
- Buchberger, B. (2016) Theorem 2.0: Computer-Assisted Natural-Style Mathematics. *JFR* 9(1), pp., 149-185.
- Carelse, E. (2018) *Rural Schools Face the Toughest Challenges*. <https://www.scross.co.za>. Accessed on 04 June 2018
- Carter, L. (2015) *Effective pupil support in secondary schools* (Public Policy Institute for Wales). <http://ppi.wales.org.uk/files/2016/01/PPIW-Summary-of-Expert-Workshop-Discussion-Effective-Pupil-Support-in-Secondary-Schools-Final.pdf>. Accessed on 3 March 2017.

- Castle, K. (2010) *Study skills for your masters in teaching and learning*. Exeter: Learning Matters Ltd.
- Chee Meng, N.G. (2016) *All school students will be involved in daily cleaning of school environment by end of 2016*) <https://www.straitstimes.com>. Accessed on 29 February 2019
- Chenoweth, K. & Theokas, C. (2011) *Getting it done: Leading academic success in unexpected schools*. Cambridge, MA: Harvard Education Press
- Chikere, C. and Jude, N. (2015). *The Systems Theory of Management in Modern Day Organizations - A Study of Aldgate Congress Resort Limited Port Harcourt*. [online] Pdfs.semanticscholar.org. Available at: <https://pdfs.semanticscholar.org/d1e4/03a4a017d00b081122c2a0abd1d7317f14fe.pdf> [Accessed 30 Nov. 2019].
- Child, T. (2013) *Parental involvement in schools*. Available at: <https://www.childtrends.org/?indicators=parental-involvement-in-schools>. Accessed on 15 April 2016
- Clark, L.(2009:48) *Focus Group Research with Children and Youth. Journal for Specialists in Pediatric Nursing /Volume 14, Issue 2.* <https://doi.org/10.1111/j.1744-6155.2009.00187.x>. Accessed on 20 June 2012
- Clifford, M.(2012) *Learning environment: 20 things educators need to know about learning spaces*. Retrieved from <https://www.opencolleges.edu.au/informed/features/20-things-educators-need-to-know-about-learning-spaces/>. Accessed on 13 January 2017
- Cohen, D, & Crabtree, B.F. (2013) *Qualitative research guidelines project*. Available from: <http://www.gudres.org/home-semi-3629.html>. Accessed on 8 April 2017.
- Colagrossi M., (2018) 10 Reasons why Finland's education system is the best. <https://www.international.org>. Accessed on 9 September 2018
- Comparative Perspectives. *Comparative Migration Studies*, 3(14). <https://doi.org/10.1186/s40878-015-0009-4>. Accessed on 10 May 2016
- Cortiella, C. & Sheldon, H. (2014) *The state of learning disabilities, National center for learning disabilities: Facts, Trends and emerging issues*. Third Edition. Retrieved from: <https://www.ncld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>. Accessed on 20 May 2016
- Cresswell, J. W. (2007:37) *Qualitative inquiry and research design: Choosing among five approaches (2nd Ed.)*. Thousand Oaks, CA, US: Sage Publications, Inc.

- Creswell, J. (2014) Research design. *Qualitative, Quantitative and mixed methods approach*. SAGE: California.
- Curwin, B.R. (2012) *Parents and Teachers: The Possibility of a Dream Team*. <https://www.edutopia.org>. Accessed on 12 April 2016
- Dagar, V., & Yadav, A. (2016) *Art and Social Sciences Journal. (Research Article Open Access Constructivism: A paradigm for Teaching and Learning) j 7: 200.doi:10.4172/2151-6200.1000200* Accessed on 01 July 2016
- Daniel, H. (2012) *Exceptional Learners*. Boston: Pearson Education. SAGE: California
- Dankoski, M.E., Bickel, J., & Gusic, M.E. (2014) Discussing the undiscussable with the powerful: why and how faculty must learn to counteract organizational silence. *Academic medicine*, 89(12):1610-1613
- Dara, S. (2013) Stigma of a Label: Educational Expectations for High School Students Labeled with Learning Disabilities. *Journal of health and social behavior*. (54) 462-80. Retrieved from <https://www.opencolleges.edu.au/informed/features/20-things-educators-need-to-know-about-learning-spaces/>. Accessed on 13 January 2017
- Davis, M. (2016) Transition resources for parents, Teachers and administrators. *Edutopia*. Retrieved from: <https://www.edutopia.org/blog/transition-resources-teachers-matt-davis>. Accessed on 10 June 2017
- De Vos, A.S. (2008) *Research at grassroots for the social sciences and human service professions*. 3rd edition. Pretoria: Van Schaik Publishers.
- Department for Education (2016) *Behaviour and discipline in schools*. Advice for head teachers and school staff.
- Department of Basic Education. (2011-2015) *Learner Performance Support Documentation focused on Curriculum and Assessment Support*
- Department of Basic Education. (2015) *Criteria for the implementation of progression in grade 10-12*. Circular E35
- Department of Basic Education. (2018) Strategic to improve school management and governance in schools. <https://www.education.gov.za>
- Department of Education. (2014) *Reforming assessment and accountability for primary schools*
- Dodman, S. (2014) *A vivid illustration of leadership*. *Journal of Staff Development*, 35(1) 56-62
- Donachie, P. (2017) Rural schools are lacking necessary resources, report finds. Accessed on 14 June 2017

- Dover, G. (2018) *The benefits of Constructivist Learning Design*.
<https://www.smartsparrow.com>. Accessed on 28 February 2018
- Du Four, R. & Mattos, M. (2013) Educational leadership. *The principalship*, 70 (7): 34-40.
- Du Plessis P. (2019) Teachers for rural schools – a challenge for South Africa. ISSN 2076-3433.educ.vol.39.suppl.1 Pretoria Sep:2019
<https://dx.doi.org/10.15700/saje.v39ns1a1774>. Accessed on 10 July 2019
- Du Plessis, A., Eberlein, E. (2018) The role of Heads of Department in Professional Development of Educators: A distributed leadership perspective. *Africa Education Review*. ISSN:1,1-19 DOI:10.1080/18146627.2016.122
- Dudenhause, J.W. (2017) *Role Models – Elements in Medical Education*. Weill Cornell Medicine – Qatar 2017) Available at <http://qatar-weill.cornell.edu/continuing-professional-development/topic-of-the-mouth/archive/role-models-elements-in-medical-education> . Accessed on 23 June 2017.
- Duke, D.L., & Landahl, M.(2011) 'Raising test scores was the easy part': A case study of the third year of school turnaround. *International Studies in Educational Administration*, 39, 91-114
- Duke, D.L., & Salmonowicz, M. (2010) Key decisions of a first-year 'turnaround' principal. *Educational Management Administration & Leadership*, 38(1), 33-58
- Duke, D.L. (2015) *Leadership for low-performing schools. A step-by-step guide to the school turnaround process*. Lanham, MD: Rowman & Littlefield
- Durrheim, K., Painter, D. & Terre Blanch, M. (2007) *Research in Practice*, University of Cape Town.
- Edmondson, A.C. (2012) *Teaming: How organizations learn, innovative, and compete in the knowledge economy*. London: Wiley.
- Edwards, R, Holland J. (2013) *What is qualitative interviewing?* University of Edinburgh.
- Eldridge, S.M., Lancaster, G.A., Campbell, M.J., Thabane, L., Hopewell, S., Coleman, C. L., & Bond, C.M. (2016) *Defining Feasibility and Pilot Studies in Preparation for Randomised Controlled Trials: Development of a Conceptual Framework*. *PlotS one*, 11(3), e0150205.doi:10.1371/journal.pone.0150205. Accessed on 10 May 2016
- Emmer, T.E. & Evertson, C.M. (2013) *Classroom management for middle and high school teachers*. 9th Edition. Upper Saddle River, NJ: Pearson

- Enrolment Register Instructions for Elementary and Secondary School, 2016/17
 School Year. Retrieved from:
[www.edu.gov.on.ca/eng/document/forms/enrol/enrolment_instructions.pdf](http://www.edu.gov.on.ca/eng/document/forms/enrol/enrolment_register_instructions.pdf). Accessed on 20 March 2016
- Epstein, J.L. (2011) *School, Family and Community Partnerships – Preparing Educators and Improving Schools*. 2nd Edition. Routledge: England.
- Evertson, C.M. (2013) *Effective Instruction Overview (Teacher Competencies that have the greatest impact on student achievement)*. Accessed on 17 May 2016
- Fairmont High School. (2016) *Policy on Attendance and absenteeism*. Retrieved from:
<https://www.fairmont.co.za/.../school-policies/.../policy-on-attendance-and-absenteeis>. Accessed on 13 August 2017
- Flick, U. (2011) *Introducing research methodology: A beginner's guide to doing a research project*. London: Sage.
- Foryd, Y.Y. (2013) *Partnership with parents – Estyn*. Retrieved from:
<https://www.estyn.gov.wales/effective-practice/partnership-parents>. Accessed on 20 September 2017
- Fox, N.J. (2013) *What is the difference between research paradigm and research approach?* Retrieved from:
https://www.researchgate.net/post/What_is_the_difference_between_research_paradigm_and_research_approach. Accessed on 17 March 2016
- Gasson, S. (2004) *Rigor in grounded theory research: An interpretive perspective on generating theory from qualitative field studies*. In M. E. Whitman & A. B. Woszczynski (Eds.), *The handbook of information systems research*. Hershey, PA: Idea Group.
- Gavigan, K. & Lance, K.C. (2016) *Study shows link between school Librarians and higher test scores*. Retrieved from: <https://www.slj.com/?detailStory=sc-study-shows-link-between-school-librarians-and-higher-test-scores>. Accessed on 10 May 2016
- Gay, L. R., & Airasian, P. (2003:102) *Educational Research: Competencies for analysis and application* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- Geleta, T. (2015) *How can I improve my students' ability in doing laboratory practical work on analytical chemistry – I? A case on Class n23 at KCTE*. *Journal on chemical Education*: <http://www.faschem.org/>.vol 9, No. 1 (2019)
- Gina, G. (2016) *Instrumental Case Study*. London: SAGE

- Gina, N.(2015) *School Safety/ violence & Bullying in schools, Quality Learning and Teaching Campaign (QLTC) Implementation: progress report*
- Gina, N. (2018) *Department of Basic Education 2018/19 Budget & Annual Performance Plan – <https://pmg.org.za-committee-meeting>. Accessed on 17 April 2018*
- Gina, N. (2018) *Provincial Education Departments Performance Indicators: roundtable discussion – Basic Education – <https://pmg.org.za-committee-meeting>. Accessed on 06 February 2018*
- Goodrich, K. (2012) *The importance of setting classroom and student expectations. <https://www.kickboardforschools.com>. Accessed on 25 May 2016*
- Grandy, G. (2016) *Bringing morality back in: Institutional theory and MacIntyre. Journal of Management Inquiry. Online First DOI:10.1177/1056492616670754. <https://journals.sagepub.com>. Accessed on 25 July 2016*
- Guan, J. (2017) Evaluation documentation specialist at WES, with Bryce Loo Research Associate at WES, and Stefan Trines, Research Editor, WENR. Accessed 10 December 2017
- Guerrero, G., Leon, J., Zapata, M., Sugimaru, C., & Cueto, S. (2012) What works to improve teacher attendance in developing countries? A systematic review. EPPI-Centre, Social Science Research Unit, Institute of Education, University of London, United Kingdom. Accessed 10 January 2012
- Gunn, J. (2018) Wow-factors schools: 8 Ways to build an awesome school culture. Accessed on 27 June 2018
- Hallberg, L. (2013) *Quality criteria and generalization of results from qualitative studies. International Journal of qualitative studies on Health and Wellbeing. <https://www.ncbi.nlm.nih.gov>. Accessed on 15 June 2016*
- Hargreaves, A., Earl, L., Moores, S., & Manning, S. (2011) *Learning to change: Teaching beyond subjects and standards*. San Francisco: Jossey-Bass
- Harper, A. (2018) Better communication strategies can improve staff morale and retention. Accessed on 11 April 2018
- Harris, J. (2013) *Educational Management Administration & Leadership. <https://doi.org/10.1177/1741143213497635>. Accessed on 25 August 2016*
- Harrison, H. (2017) *Case Study Research: Foundations and Methodological Orientations Volume 18, No. 1.*
- Hattie (2009:241) *Critical success factor (CSF) planning guide. Improving academic performance. <https://www.region10.org>. Accessed on 19 November 2010*

- Heick, T. (2016) *Teaching Smarter Not Harder: 7 strategies for performance teaching*. <https://www.teacherswithapps.com>. Accessed on 25 June 2017
- Higson-Smith, C. (2006:183) *The dialogical relationship between adolescents and parents: prevention of risk behaviour*. <https://hdl.handle.net/10394/7323>. Accessed on 25 May 2007
- Hitt, D.H., & Meyers, C.V. (2017) *Promising leadership practices for rapid school improvement that lasts*. San Francisco, CA: WestEd, Center on School Turnaround. Available from http://centeronschoolturnaround.org/wp-content/uploads/2017/03/cst_Promising-Practices_-_2. Accessed on 20 July 2018
- House, C. (2018) How parents and teachers can make school a happy place for kids. <http://theconversation.com>. Accessed on 27 October 2018
- Huberman, M, Parrish, T, Hanna, S, Arellanes, M, & Shambaugh, L. (2011) *Turnaround schools in California: Who are they and what strategies do they use?* San Francisco, CA: California Comprehensive Center at West Ed.
- Hudly, C. (2013) *Education and urban schools*. *Urban Education* 47(2):515-550.DOI:10.1177/0042085911429583. <https://www.researchgate.net>. Accessed 18 June 2016
- Hurst, S. (2013) *Seven ways to increase student engagement in the classroom*. <https://www.readinghorizons.com>. Accessed on 14 October 2016
- Hussain, J.A. (2014) Leadership styles and value systems of school principals. *American Journal of Educational Research* vol 2, (12): 1267-1276.
- Hutchings, M. (2015) *The impact of accountability measures on children and young people*. Communications Department of the National Union of Teachers. Emeritus, Professor, London Metropolitan University
- Immanuel (2016) *Top 15 Qualitative data analysis software*. <https://www.predictiveanalyticstoday.com>. Accessed on 17 November 2017
- Inan B. (2014) A cross-cultural understanding of the characteristics of a good teacher. *The Anthropologist*, 18(2): 427-432. Accessed on 20 July 2014
- Jacobson, L. (2018) Flex time: Schools break out of scheduling ruts to improve learning for students' teachers. Accessed on 14 February 2018
- Jacobson, S.L., Brooks, S, Giles, C, Johnson, L & Ylimaki, R. (2007) *Successful leadership in three high – poverty urban elementary schools*. *Leadership and Policy in Schools*, 6(4), 291 – 317

- Jimmy O' Keffe (2016:3) *The use of semi-structured interviews for the characterization of farmer irrigation practices*. <https://doi.org/10.5194/hess-20-1911-2016>. Accessed on 16 September 2016
- John W. Creswell (2014:43) *Research Design, Qualitative, Quantitative and Mixed methods approaches*. Fourth Edition. University of Michigan. SAGE Publication
- Kabir, A.H., & Akter, F. (2014) Parental involvement in secondary schools in Bangladesh: Challenges and way forward. *International Journal of whole schooling*, 10(2): 30
- Kelly, P. (2012) *Culture Shock and Higher Education Performance: Implications for Teaching*. *Higher Education Quarterly/Volume 66, Issue 1*. <https://doi.org/10.1111/j.1468-2273.2011.00505.x>. Accessed on 09 January 2012
- Kelly, M. (2019) Qualities of a Good School Principal. Accessed on 31 July 2019
- Keter, T. (2013) *Impact study lead, Eneza Education*. How and why teachers should motivate students. <https://enezaeducation.com.cdn.ampproject.org>. Accessed on 16 November 2016
- Khandaker, G.M., Gandamaneni, P.K., Dibben, C.R., Cherukuru, S., Cairns, P., Ray, M.K. (2013:19,298-303) *Evaluating care pathways for community psychiatry in England: A qualitative study*. *J Eval Clin Practice*
- Killen, R. (2013:131) *Effective teaching strategies, lessons from research and practice*. 6th Edition. London: Social Science Press.
- Killian, S. (2016) *Top 10 behaviour management strategies*. <https://www.crisisprevention.com>. Accessed on 17 May 2017
- Kiprop, C.J., & Kandie, S.J. (2012) *An investigation into teacher participation in decision making in public secondary schools in Kenya: a case of Baringo District*. Department of Educational Management and Policy Studies, Moi University, Kenya. <https://www.elixirpublishers.com>. Accessed on 25 May 2016
- Kumar, R. (2005:165) *Research Methodology: a Step-By-Step Guide for Beginners*. Thousand Oaks. SAGE
- Kuusimaki, A. (2019) Parents' and teachers' views on digital communication in Finland Education Research International. Volume 2019. Article ID 8236786, 7 pages. <http://doi.org/10.1155/2019/8236786>. Accessed on 30 July 2019

- Lapan, S. D., Quartaroli, M. T., & Riemer, F. J., (Eds.). 2011. *Qualitative research: An introduction to methods and designs* (Vol. 37). John Wiley & Sons.
- Lauren, R. (2015) *Effective Pupil Support in Secondary Schools – Public Policy Institute for Wales* (<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3>)
- Lauri, M. (2016:14) *Paradigms- Aalto University, School of Science*. <https://mycourses.aalto.fi>. Accessed on 26 March 2017
- Leedy, P.D., & Ormrod, J.E. (2010) *Practical research: Planning and design*. 8th edition. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Lemov, D. (2013) *Effective Classroom Management Strategies and Ideas for Teachers*. <https://www.weareteachers.com>. Accessed on 15 March 2015
- Leone, S. (2016) *Teacher Training rural primary Education*, Tambakha. <https://www.tutngfoundation.org>. Accessed on 25 June 2017
- Lewis & Clark College, (2017) Understanding the American Education System. <https://www.studyusa.com>. Accessed on 20 June 2017
- Lincoln & Guba (2011) *Transferability in Qualitative Research – Universal Teacher*. Thousand Oaks, CA: Sage
- Linsin, M. (2012) *Smart classroom management*. (How to end each day on the right classroom management foot). <https://www.cultopedagogy.com>. Accessed on 17 January 2015
- Loh, J.(2013) *Inquiry into issues of trustworthiness and Quality in Narrative Studies: A perspective*. The qualitative report, 18 (165), 1-15: Available from: <http://www.nova.edu/ssss/QR/QR18/10h65.pdf>. Assessed 28 October 2015.
- Macaulay, S. (2010) *Are you a good model? Cranfield University: USA*
- Mackey, A., & Gass, S.M. (2013) *Second language research: Methodology and design*. Routledge.
- Madsen, J.J. (2016) *STAMATS: Communications, Inc. (Buildings, Smarter facility management)*. <https://www.stamats.com>. Accessed on 15 January 2017
- Maeresera R. (2015) An exploration of factors that are contributing to poor performance in government schools. The case of Duduza Township. East Rand Gauteng.
- Mafukata M.A. (2016: 68-79) Complexities and constraints influencing learner performance in physical science. International Journal of Research in Business and Social Science 4(1): 68-79

- Maier, M. (2013) *The impact of family involvement on the Education of Children Ages 3 to 8*
- Malmi, H. (2016:14) *Why a Feasibility Study is Important in Project Management (Feasibility Study in Project Management)*. <https://www.simplilearn.com>. Accessed on 10 May 2017
- Mamabolo, I.(2009) Chapter 3. *Research design and methodology*. (65). Retrieved from uir.unisa.ac.za/bitstream/handle/10500/1962/04chapter3.pdf on 27 March 2017.
- Manabola, I. (2019) Chapter 3. *Research design and methodology*. (65). Retrieved from uir.unisa.ac.za/bitstream/handle/10500/1962/04chapter3.pdf 27 March 2017
- Marelli, F.B. (2016) *Qualitative research methods and methodology* (Atlas – qualitative data analysis. <https://www.atlasti.com>. Accessed on 28 July 2017
- Marshall, C. & Rossman, G.B. (2006) *Designing qualitative research*. 4th edition. Thousand Oaks: Sage.
- Martinon, C. (2014) *Challenges of truth telling among male victims in situations of conflict. The Case of Mt. Elgon*. Thousand Oaks. SAGE
- McConnel, S. (2015) *Principal Principles (Live, lead and learn)*. <https://www.principalprinciples.net>. Accessed on 25 June 2016
- McKay, S. (2015) *Using New Research to Improve Student Motivation*. <https://www.carnegiefoundation.org/blog/using-new-research-to-improve-student-motivation>. Accessed on 25 September 2015
- McLeod, S. (2014) *The interview method*. Thousand Oaks. Sage
- McMillan, J., & Schumacher, S. (2010) *Research in education: Evidence-based inquiry*. 7th edition. Boston, MA: Pearson.
- Meadow, D. (2019) The Role of the Principal in Schools. Accessed on 19 November 2019
- Meador, D. (2019) School issues that negatively impact student learning . accessed on 5 July 2019
- Meyers, C.V., & Hitt, D.H. (2017) School turnaround principals: What does initial research literature suggest they are doing to be successful? *Journal of Education for Students Placed at Risk (JESPAR)*(22(1), 38-56
- Meintjes S.N. (2018) Participatory decisions-making in schools: A study of two schools in Gauteng. Accessed on 16 January 2018

- Mike, Shadi, Farley, T. (2011) *Credibility of Research Results – Ensuring Credibility of Qualitative Research*. <https://www.dx.doi.org/10.4135/9781412957397.n91>. Accessed on 25 January 2019
- Mims, L. (2013) *Keep parents involved*. Old school or New school. 17 July 2016
- Ministry of Education (2019) Secondary Schools in New Zealand, Education.govt.nz.parents.education.govt.nz
- Moeller, B., Reitzes, T. (2011) *Integrating technology with student-centred learning*. Retrieved from: <https://www.nmefoundation.org/getmedia/befa9751-d8ad47e9-949d-bd649f7c004/integrating-Technology-with-student-centered-Learning>. Accessed on 18 March 2018
- Mokoena, S. (2011) Participative Decision-making: Perceptions of school stakeholders in South Africa. Accessed on 10 June 2011
- Monette, D.R., & Thomas, J. (2008) *Applied social research: A tool for the human sciences*. London: Thomson Wadsworth Publishers.
- Moreno, J. (2013) *The school principal as leader: Guiding school to better teaching and learning*. <https://www.wallacefoundation.org>. Accessed on 15 July 2016
- Morrison, N. (2013) *Ways to really improve Inability management now: The eight characteristics of effective school leader*. <https://www.forbes.com>. Accessed on 15 November 2015
- Morse, A. (2016) *Training new teachers*. <https://www.nao.org.uk>. Accessed on 26 May 2017
- Morse, J.M. (2011) Moulding qualitative health research. *Qualitative Health Research*, 21(8).
- Motala, C. (2009) Guideline for the management of chronic asthma in children. <http://www.samj.org.za/index.php/samj/article/view/3811>. Accessed on 20 July 2015
- Motala, S. (2007) Educational Access in South Africa: Country Analytic Report. (Consortium for Research on Educational Access, transitions and Equity). University of the Witwatersrand Education Policy Unit. <http://www.researchgate.net>. Accessed on 20 January 2019
- Motona, J. (2015) *Managing an instructional Programme for reading English as first additional language for grade 3 learners in Limpopo Province*. <https://www.hdl.handle.net/10500/18739>. Accessed 10 February 2015
- Motshekga, A. (2013) *Announcement of 2013 National Senior Certificate examinations results*. Department of Basic Education.

- Motshekga, A. (2014) *Launch of Strategic Planning Framework for Teacher Education and Development*. <https://www.education.gov.za>. Accessed on 17 November 2016
- Muzah, P. (2011:54) *An exploration into the school-related factors that causes high matriculation failure rates in Physical Science in Public High Schools of Alexandra Township*. <http://hdl.handle.net/10500/5299>. Accessed on 21 November 2011
- Mvlisi, M. (2013) *School toilets in shocking state*. <https://www.health-e.org.za>. Accessed on 17 October 2016
- Mweli, H. M. (2015) Curriculum delivery and support in schools: Department of Basic Education status report. <https://www.education.gov.za>. Accessed on 9 June 2015
- Myatt, M. (2011) *12 ways to spot ineffective leadership – Chief Executive Officer*. N2 growth. <https://www.hub.n2growth.com>. Accessed on 17 June 2015
- Mykkanen, M. & Tampere, K. (2014) “Organizational Decision Making: The Luhmannian Decision Communication Perspective”, *Journal of Business Studies Quarterly*, (5) 4: 131-146.
- Naicker, S. R., & Mestry, R. (2013) Teachers’ reflections on distributive leadership in public primary schools in Soweto. *SA Journal of Education* (33) 2.
- NAO, (National Audit Office) (2016, HC 798 session 2015-16) <https://www.nao.org.uk>. Accessed on 10 February 2016
- National Policy (2014) *Implementation of Curriculum and Assessment for schools in the General Education and Training Band (Grades R – 9)*
- Neer, M.(2014) *Work Smarter, not harder applies to education too! Classroom strategy*. <https://www.dataworks-ed.com>. Accessed on 15 June 2016
- Nicolson, G.(2016) *Department of Basic Education is still failing miserably in Limpopo*. Daily Maverick, South Africa. Section 27. <https://www.dailymaverick.co.za>. Accessed on 18 April 2017
- Noel, A., Stark, P., Redford, J., & Zuckerberg, A. (2013) *Parents and family involvement in education, from the National Household Educations Surveys Program of 2012*. (NCES 2013-028). Washington, DC: US Department of Education, National Center for Education Statistics.
- O’Leary, Z. (2013) *The essential guide to doing your research project*. 1st Edition California. Sage Publications Ltd
- O’Neil, C. & Schutt, R. (2014) *Doing data science*. California. O’Reilly Media.

- O'Brien, A. (2016) *Bullying prevention: 5 Tips for teachers, principals, and parents*. <https://www.edutopia.org>. Accessed on 30 May 2017
- OECD 2012 PISA Database, Tables iv,3,10 and iv, 3.11. resources invested in education. <http://dx.doi.org/10.1787/888932957327> Accessed on 10 June 2014
- O' Keeffe. (2016:3) The use of semi-structured interviews for the characterization of farmer irrigation practices. <https://www.hydrol-earth.syst-sci.net/20/1911/2016>. Accessed on 10 May 2016
- Oluwatayo, J.A. (2012) *Validity and reliability issues in educational research*. *Journal of Educational and Social Research*, (2)2:391-400
- Owen, H.D. (2015) *Research in Learning Technology* – The journal of the Association for Learning Technology (ALT). <https://www.alt.ac.uk> Accessed on 17 July 2017
- Perumal, J. (2011:4) Teachers' Socioeconomic Status and its Relationship with Teachers Work Morale and Teachers' Job Performance at State Senior High Schools in Merauke Regency – Indonesia. *International Journal of Science and Research* (3) pp.358.
- Palinkas, L.A. (2015) *Purposeful sampling for qualitative data collection and analysis in mixed method implementation research*. School of social work, University of Southern California.
- Pathak, O.M. (2013) *Enrich Elevate Empower – Board of advisors – The Gurukul Trusts Initiatives*. Effective school leadership & management programs. Principals Forum.
- Patton, M.Q. (2015) *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed). Thousand Oaks, CA: Sage
- Peersman, G. (2014) *Overview: Data collection and Analysis Methods in Impact Evaluation* – UNICEF Office of Research. <https://www.unicef-irc.org> Accessed 17 May 2016
- Perks, S. (2013) *Development of a proposed competitive tourism model for South Africa*. Nelson Mandela Metropolitan University, Department of Business Management).
- Pezalla, E.A. (2016) *Researching the researcher-as-instrument: an exercise in interviewer self-reflexivity*. <https://www.ncbi.nlm.nih.gov> Accessed on 19 July 2017

- Phillips, M. (2013) *Dennis Sparks on Leading and learning: Why “cram more in” is a Poor approach to time and life management*. <https://www.eric.ed.gov>
Accessed on 01 April 2016
- Pitsoe V.J. (2013) Teacher attrition in South Africa. Trends, challenges and prospects. *Journal of Social Sciences*, 36(3): 309-318. Accessed on 17 March 2013
- Price, H.E. (2012) *Principal – Teacher Interactions (How effective relationships shape principal and teacher attitudes)*. Feb, University Council for Educational Administration. <https://www.journals.sagepub.com>. Accessed on 20 May 2016
- Prinsloo, S. *Creating safe and effective classrooms*. <https://www.vanschaiknet.com>.
Accessed on 23 February 2016
- Punch, K.F. (2013) *Introduction to social research: Quantitative approaches*. California. Sage Publishing.
- Ramphela, M. (2013) *10 ways to improve education in SA*. <https://www.researchgate.net>. Accessed on 17 June 2018)
- Prince, D. (2007:4-5) *Machiavelli's Shadows in Management, Social Psychology and Primatology*. <https://www.academia.edu>. Accessed on 10 May 2008
- Ramahuta, T.M. (2007) *The management of the learner support system for grade 12 learners in the Mankweng area, Limpopo Province*. <https://hdl.handle.net/10500/571>. Accessed on 25 August 2018
- Redd, S. (2015) *Learning Environment in the classroom: Definition, Impact & Importance*. <https://study.com>. Accessed on 23 August 2016
- Reyes, A., & Garcia, A. (2014) *Turnaround Policy and Practice: A case study of turning around a failing school with English-language-learners*. *Urban Review*, 46(3);349-371.
- Richards, L. (2015) *Handling qualitative data: A practical guide*. Los Angeles: SAGE.
- Robert, K. (2014:5-6) *Case study research: Design and methods*. 5th ed. California: Sage Publications.
- Rockets, R. (2014) *When writing is hard*. <https://www.helpingwritersbecomeauthors.com/when-writing-is-hard/amp>.
Accessed on 18 April 2016
- Roi, A. (2018) *What is the significance of the research study?* <https://www.quora.com>.
Accessed on 3 November 2018
- Rowland, T. (2015) *“Big Five” Challenges in School Education*. <https://www.teachermagazine.com>. Accessed on 10 August 2015

- Rudison, C. (2015) *Research design*: Principal consultant at Rudison Consultancy Group, LLC. <https://eliteresearch.com>. Accessed on 17 May 2018
- Rule, P., & John, V. (2011) *Your guide to case study research*. New Jersey: Pearson Education, Inc.
- Sack-min, J. (2018) Elements of successful schools: Schools succeed when educators, parents and communities collaborate. United States, Alexandria. *National School Boards Association*.
- Salma Al-Humaidi. (2015) *Student-Centered Learning at Sultan Qaboos University*: EFL students' perceptions – College of Education, Curriculum and Instruction Department, Sultan Qaboos University
- Sarafidou, J.O., & Chatziioannids, G. (2013) *Teacher participation in decision making and its impact on school and teachers*. <https://www.emeraldinsight.com>. Accessed on 25 July 2016
- Schnell, P., Crul, M. R. J., Fibbi, R., & Monteiro-Sieburth, M. (2015) *Family involvement and educational success of the children of immigrants in Europe*. <https://doi.org/10.1186/s40878-015-0009-4>. Accessed on 29 August 2018
- Schram, T.H., (2006) *Conceptualizing and proposing qualitative research*. 2nd edition. United States, New Jersey: Pearson Merrill Prentice Hall
- Seneschal, D. (2014) *Group work is overused in schools, and in my experience, it satisfies good ideas*. <https://www.theguardian.com>. Accessed on 25 March 2016
- Shange, N. (2018) Limpopo 'tree school' can't be fixed, says education department. <https://www.timeslive.co.za>. Accessed on 31 May 2018
- Sharan, B.M., & Tisdell, E.J. (2015) *Qualitative research: A guide to design and Implementation*. Fourth edition. <https://www.amazon.com>. Accessed on 10 August 2015
- Sheninger, E. (2015) *Looking at teacher accountability through a new lens*. A principal's reflection. – Atom. <https://journals.sagepub.com/SAGE>. Accessed on 20 June 2016
- Shufer, V., & Dara, S. (2013) *Teacher expectations & Student Achievement*. "The Limits of Expectations: A Case for Case Knowledge About Teacher Expectancy Effects" *American Educational Research*, Journal Volume 29, Number 3, pp.517-544
- Shuttleworth, M. (2009) *What is a Literature Review?* <https://www.rlf.org.uk>. Accessed on 23 August 2010

- Sibanda, L. (2017) *Positive Discipline Practices in schools: a case of Mzilikazi District Secondary Schools in Zimbabwe – September 2017. Journal of Educational and Social Research, Vol 7 No. 3*
- Simuchimba J. (2016) Factors contributing to poor performance of grade 12 learners at the National examination in literature in English in Secondary Schools of Kafue District, Zambia. Accessed on 10 June 2016
- Smith, T. (2018) 10 Ways we made our school happier. Accessed on 7 June 2018
- Sokupa (2010) Class, Citizenship and its Effect on Public Participation in Rural Communication. *Transformer Development and Governance journal* (16)4.
- Somech, A. (2010) *Participative Decision Making in Schools: A Mediating-Moderating Analytical Framework for Understanding School and Teacher Outcomes. <https://doi.org/10.1177/1094670510361745>. SAGE*
- Soner, Y. (2016) A content Analysis Related to Thesis in Environmental Education: The case of Turkey 2011-2015. <https://doi.org/10.11114/jets.v4i10.1794>. Accessed on 14 January 2017
- Souba, W., Way, D., Lucey, C., Sedmak, D. (2011:86) Notestine M. *Elephants in academic medicine*. *Academic Medicine*, 2011:86(12):1492-1499
- Spanella, T. (2015) *The importance of assessment in Education. <https://study.com>*. Accessed on 25 September 2016
- Spaull N. (2013) South Africa's Education Crisis: The quality of education in South Africa 1994-2011 – Section 27
- Spiegel, A. (2012) *Teachers' Expectations can influence how students perform*
- St John's school (2014) *DfE behaviour and discipline in schools. <https://www.gov.uk>*. Accessed on 25 March 2016
- Steiner, L.M., & Hassel, E.A. (2011) *Using competencies to improve school turnaround principal success*. Chapel Hill, NC: Public Impact.
- Stephney, S. (2015) *The importance of Home & School partnership, Ministry of Education, Guyana*. The Information System Department of the MIS unit. <https://education.gov.gy>. Accessed on 20 May 2017
- Steyn, G.M., & van Niekerk, E. J. (2008:116) *Human Resources Management in Education*. 3rd Edition. Unisa Press.
- Stokes, M. (2011) Mentoring in Education: The Mentor as Critical Friend. <https://www.researchgate.net>. Accessed on 10 October 2016

- Sullivan, A. (2017) *Teachers shouldn't have to manage behaviour issues by themselves – schools need to support them.* <https://www.researchgate.net>. Accessed on 05 May 2017
- Tabaeian, M. (2016) *The effect of parental over-involvement on Educational Attainment.* <https://www.researchgate.net/publication/308611703>. Accessed on 26 August 2017
- Tang, R.L. (2013-2016) Benilde, student handbook. *The vice chancellor for Academics.* <https://docplayer.net>. Accessed on 23 August 2016
- Taylor, P. & Medina, M. (2013) *Educational research paradigms: From positivism to multi-paradigmatic.* <http://www.meaningcentered.org/educational-research-paradigms-from-positivism-to-multiparadigmatic/>. Accessed on 14 June 2016
- Taylor, T. (2013) *Schools need a new approach to behaviour management* (the guardian). <https://www.theguardian.com>. Accessed on 07 September 2016
- Tellis, W. (1997) Introduction to case study. *The Qualitative Report*, 3(2):3, 6.
- Texarkana Independent School District, 2017-2018, Instructional Services department [www.txkisd.net>files>TIS](http://www.txkisd.net/files/TIS)
- Thomas, G. (2011) *A typology for the case study in school science following a review a definition, discourse, and structure.* Qualitative Inquiry. <https://doi.org/10.1177/1077800411409884>. Accessed on 25 September 2015
- Trueman, C.N. (2016) *Feminism and unstructured interviews.* <https://www.historylearningsite.co.uk>. Accessed on 10 January 2017
- Thielman, J. (2012) *School turnaround: Cristo Rey Boston High School Case Study.* *Catholic Education: A journal of inquiry & practice*, 16(1), 115-147
- Uko, E.S. (2015) *Principalship and effective management of facilities in secondary school in cross river state*, Nigeria. Department of Educational Administration & planning. University of Calabar, Nigeria (3) 1.
- Van Stumm, S., & Hell, B. (2011) Curiosity is critical to academic performance. Association for Psychological Science. <https://www.sciencedaily.com>. Accessed on 28 October 2011
- Venart L.C., (2014) *Education in Madagascar: A guide on the state of the educational system, needed reforms and strategies for improvement.* University of Mauritius Research Journal – Volume 20-2014. Accessed 16 October 2014
- Wagner, K. (2016) *A Principal's Perspective: The Importance of School Culture.* <https://www.edutopia.org>. Accessed on 28 November 2016

- Waterman, A.S. (2013:68,124-133) *The humanistic psychology-positive psychology divide: Contrasts in philosophical foundations*. Accessed on 26 June 2016
- Waters, T.J., & Marzano, R.J.(2006) *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement*. A Working Paper. <http://www.mcrel.org>. Accessed on 10 August 2006.
- Welmer, M. (2013) Five things students can learn through group work. (*The teaching professor blog*). <https://www.teachingprofessor.com>. Accessed on: 17 September 2015
- Weyer, M. (2016) *Family engagement in education*. <https://online-learning.harvard.edu>. Accessed on 15 June 2017
- Wiggins, G. (2017) *Why is assessment important?* <https://www.ascd.org>. Accessed on 10 June 2017
- Williams, E. (2018) *What is the meaning of Academic Performance?* <https://www.quora.com>. Accessed on 29 June 2018
- Wysocki, D.K. (2008) *Readings in social research methods*. 3rd edition. Belmont, CA: Thomson Wadsworth.
- Yavuz, S. (2016) A content Analysis Related to Thesis in Environment Education: The Case of Turkey (2011-2015) doi:10.11114/jets.v4i10.1794, <http://dx.doi.org/10.11114/jets.v4:10.1794> Published 25 August 2016
- Yin, R.K. (2014) *Case Study Research Design and Methods* (5th ed). Thousand Oaks, CA: Sage.
- Yibing, L., Lynch, A.D., Calvin, C., Liu, J., & Lerner, R.M. (2011) *Peer relationships as a context for the developments of school engagement during early adolescence*, International Journal of Behavioral Development
- Yin, R.K. (2003) *Case study research: Design and methods*. 3rd edition. Thousand Oaks, CA: SAGE.
- Ylimaki, R. M., Brunderman, I., Bennett, J. V., & Dugan, T. (2014) Developing Arizona turnaround leaders to build high-capacity schools in the midst of accountability pressures and changing demographics. *Leadership and Policy in Schools*, 13(28–60).
- Zuze, T.L., & Reddy, V. (2014) Every child should have a textbook. *Policy Paper 23* January 2016. <https://www.globalpartnership.org>. Accessed on 19 February 2016

APPENDIX A: ETHICS CLEARANCE APPROVAL



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

2017/05/17

Dear Mrs Mathobela,

REC Ref#: 2017/05/17/33170983/25/MC

Name: Mrs MSM Mathobela

Student#: 33170983

**Decision: Ethics Approval from
2017/05/17 to 2020/05/17**

Researcher: Name: Mrs MSM Mathobela
Telephone#: 0824819627
E-mail address: makoenas@webmail.co.za

Supervisor: Name: Dr P Triegaardt
Telephone#: +971509358073
E-mail address: paul.triegaardt@gmail.com

Working title of research:

**Factors that influence performance amongst Grade 12 learners in the Maleboho-
West Circuit of the Limpopo Province**

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for 3 years.

The medium risk application was reviewed by the College of Education Ethics Review Committee on 2017/05/17 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on 2017/05/17.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2020/05/17. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

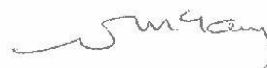
Note:

The reference number 2017/05/17/33170983/25/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

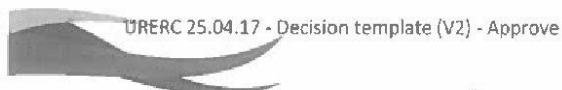
Yours sincerely,



Signature
Chair of CEDU ERC: Dr M Claassens
E-mail: mcdtc@netactive.co.za
Tel: (012) 429 8750




Signature
Executive Dean: Prof VI McKay
E-mail: mckayvi@unisa.ac.za
Tel: (012) 429-4979



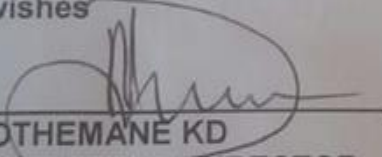
University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: PERMISSION TO CONDUCT RESEARCH IN MALEBOHO-WEST CIRCUIT POLOKWANE DISTRICT

 LIMPOPO PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA DEPARTMENT OF EDUCATION POLOKWANE DISTRICT CONFIDENTIAL	<small>Private Bag X 9711 POLOKWANE 0700 Tel: 015 285 7300 Fax: 015 285 7499</small>
 Ref : 2/2/2 Enq : Mphaphuli AJ Tel No.: 015 285 7410 Email : MphaphuliAJ@edu.limpopo.gov.za Date: 07 October 2016	
 To : Mathobela MS University of South Africa P.O. Box 151 DENDRON 0715	
 <u>SUBJECT: APPLICATION TO CONDUCT RESEARCH IN MALEBOHO WEST CIRCUIT . POLOKWANE DISTRICT.</u>	
 Title: Strategies to improve poor performance among Grade 12 learners in the Maleboho West Circuit.	
 1. The above matter refers. 2. The Department wishes to inform you that your request to conduct a research has been approved. 3. The following conditions should be considered : 3.1 The research should not have any financial implication for Limpopo Department Education. 3.2 Arrangements should be made with both the circuit offices and schools concerned	
<hr/> <p style="text-align: center;">Cnr Blaauwberg & Yster Street, Ladanna</p> <p style="text-align: center;">"We Belong, We Care, We Serve"</p>	

- 3.4 The research should not be conducted during the time examinations especially the fourth term.
- 3.5 During the study, research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
- 3.6 Upon completion of research study, the researcher shall share the final product of the research with Department.
- 4 Furthermore you are expected to produce this letter at Circuit and Schools where you intend to conduct your research as evidence that you are permitted to conduct the research.
- 5 The Department appreciates the contribution that you wish to make and wish you success in your research.

Best wishes


MR MOTHEMANÉ KD
ACTING DISTRICT DIRECTOR

07/10/2016
DATE

Cnr Blaauwberg & Yster Street, Ladanna

"We Belong, We Care, We Serve"

APPENDIX C: EXAMPLE OF LETTER TO PRINCIPAL TO GIVE PERMISSION THAT SCHOOL CAN PARTICIPATE IN RESEARCH

Mathobela MS Tel: 082 481 9627

P.O. Box 151 E-mail: makoenas@webmail.co.za

Dendron

0715

The School Principal

Maleboho-West Circuit

Bochum

0790

My name is Mathobela Makoena Salome I am doing research under the supervision of Rd. P.K. Triegaardt, a lecturer in the Department of Education Management and Leadership towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled "Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province."

Limpopo's population increased by 4 000 000, from 5,4 million people in 2011 to 5,8 million in 2016, making it the fifth largest province in the country in terms of population size. It trails behind Gauteng (13, 4 million), KwaZulu-Natal (11, 1 million), Eastern Cape (7 million), and Western Cape (6, 3 million). The number of households in the province has also increased to 1, 6 million in 2016, from 1, 4 million in 2011. The district municipality with the largest share of households in the province is Vhembe (382 346), followed by Capricorn (378 272), Mopani (338 385), Greater Sekhukhune (290 489), and Waterberg (211 452) STATS SA. (2016).

The three secondary rural schools who will participate in this study are among them that have been underperforming since 2008 and are in the Capricorn District. The three identified schools fall within Quintile 1. According to the National and Standards for School Funding Act (NNSSF) of 2006, these schools fall within the bracket of poorest

of the poor (NNSSF Act, 2006). This low quintile represents high poverty levels, low levels of education, and high unemployment rate, while high quintiles represent areas with less poverty, high level of education and low unemployment rates. The learners at Quintile 1 schools do not pay School funds, and this supports that the population in the area is very poor. In terms of section 39(7) of the South African Schools Act of 2006, Motshekga (2015) announced that all learners in quintiles 1 to 3 (60% of the public-school learners nationally) to be in no-fee schools for 2015.

Performance of grade 12 learners in the Secondary Phase is a critical aspect for any Secondary School. This is underpinned by the need for under-performed schools in South Africa in general, and Limpopo Province in particular, to reach the required level of pass in grade 12 to secure admission at university for degree purposes.

The aim of this study is to examine the factors that influenced poor academic performance of grade 12 learners in rural secondary schools in Limpopo Province. Arising from the main aim, the following objectives for this study can be formulated:

- To discuss factors that influence the academic performance of grade 12 learners.
- To investigate how leaders and teachers might overcome these challenges of poor academic performance of grade 12 learners in rural secondary schools.
- To develop strategies for improving the poor academic performance of grade 12 learners in rural secondary schools.

The main research question is: What factors influenced poor academic performance of grade 12 learners in rural secondary schools. From the main research question, the following sub-questions have been raised to guide the study:

- What factors influence the academic performance of grade 12 learners?
- How might leaders and teachers overcome the challenges of poor academic performance of grade 12?
- What recommendations could be made based on the literature review and the findings of the empirical study to improve the management of factors influencing performance in Grade 12 examinations at secondary schools?

The interviews with all the participants will be conducted after school hours so that the normal teaching and learning programs are not interrupted. I plan to spend one

afternoon at your school doing all these digitally – recorded interviews. Each interview will have a time duration of approximately 40 to 60 minutes per school. Fifteen participants from the three-selected secondary rural schools will be purposely selected to participate in the study. The school principal, one member of management (SMT) and three grade 12 teachers of each school will be interviewed.

Participating in this study is voluntary, and you are under no obligation to consent to participation. If you decide to take part, you will be given an information sheet to keep, and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. The potential benefits of this study will include a thorough investigation into the strategies to improve poor performance among grade 12 learners in the Maleboho-West circuit. In this way, school leaders will be in a better position to implement successful strategies to improve poor performance among grade 12 learners in the Maleboho-West circuit. As a researcher, I will develop concepts and arrive at conclusions based on the relationships, patterns and themes that will be identified in the collected data from the individual interviews.

No negative consequences or risks will be encountered if you participate in this study. Furthermore, no injury is anticipated. Additionally, there will be no reimbursement or any incentives for participation in the research.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from me, will know about your involvement in this research. This means that your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. To ensure anonymity, your answers will be given an alphanumeric pseudonym code, and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. As an example of this, your assigned alphanumeric code will be AT1 or AT2.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my private study in my apartment for future research or academic purposes. Electronic information will be stored on my password-protected laptop computer. I will be the only one who will know this password. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. In the future, if it is deemed necessary for the information to be destroyed, hard copies will be shredded,

and any electronic copies will be permanently deleted from the hard drive of the laptop computer through the use of a relevant software program.

As previously mentioned, there will be no reimbursement or any incentives for participation in the research. Participation in this study is purely voluntary, with no cost to you as a participant. This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. You can have a copy of the approval letter from me if you so wish.

If you would like to be informed of the final research findings or should you require any further information or want to contact me about any aspect of this study, please contact Mathobela Makoena Salome on mobile number 082 481 9627 or via email makoenas@webmail.co.za

Should you have concerns about the way in which the research has been conducted, you may contact Dr P.K. Triegaardt on his mobile number +971 50 935 8073 or via email paul.triegaardt@gmail.com

Thank you for your support. I kindly await your response in connection with my request.

Yours sincerely,



Mathobela M.S
Med student


Dr P.K. Triegaardt
Supervisor

WRITTEN ASSENT

I have read this letter, which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

.....
Teacher's name (print)	Teacher's signature	Date

.....
Witness' name (print)	Witness' signature	Date

<u>MATHOBELA M.S</u>		19 April 2017
Researcher's name (print)	Researcher's signature	Date

<u>DR P.K. TRIEGAARDT</u>
Supervisor's name (print)	Supervisor's signature	Date

APPENDIX D: LETTER TO PARTICIPANTS

Mathobela Makoena Salome

P. O. Box 151

DENDRON

0715

Mobile no.: 082 481 9627

Email address: makoenas@webmail.co.za

Title: “Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province”.

DEAR PROSPECTIVE PARTICIPANT

My name is Mathobela Makoena Salome I am doing research under the supervision of Dr P.K. Triegaardt, a lecturer in the Department of Education Management and Leadership towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled “Factors that influence performance amongst Grade 12 learners in the Maleboho-West Circuit of Limpopo Province”.

Limpopo’s population increased by 4 000 000, from 5,4 million people in 2011 to 5,8 million in 2016, making it the fifth largest province in the country in terms of population size. It trails behind Gauteng (13, 4 million), KwaZulu-Natal (11, 1 million), Eastern Cape (7 million), and Western Cape (6, 3 million). The number of households in the province has also increased to 1, 6 million in 2016, from 1, 4 million in 2011. The district municipality with the largest share of households in the province is Vhembe (382 346), followed by Capricorn (378 272), Mopani (338 385), Greater Sekhukhune (290 489), and Waterberg (211 452) STATS SA. (2016).

The three secondary rural schools who will participate in this study are among them that have been underperforming since 2008 and are in the Capricorn District. The three identified schools fall within Quintile 1. According to the National and Standards for School Funding Act (NNSSF) of 2006, these schools fall within the bracket of poorest of the poor (NNSSF Act, 2006). This low quintile represents high poverty levels, low levels of education, and high unemployment rate, while high quintiles represent areas with less poverty, high level of education and low unemployment rates. The learners

at Quintile 1 schools do not pay School funds, and this supports that the population in the area is very poor. In terms of section 39(7) of the South African Schools Act of 2006, Motshekga (2015) announced that all learners in quintiles 1 to 3 (60% of the public-school learners nationally) to be in no-fee schools for 2015.

Performance of grade 12 learners in the Secondary Phase is a critical aspect for any Secondary School. This is underpinned by the need for under-performed schools in South Africa in general, and Limpopo Province in particular, to reach the required level of pass in grade 12 to secure admission at university for degree purposes.

The aim of this study is to examine the factors that influenced poor academic performance of grade 12 learners in rural secondary schools in Limpopo Province. Arising from the main aim, the following objectives for this study can be formulated:

- To discuss factors that influence the academic performance of grade 12 learners.
- To investigate how leaders and teachers might overcome these challenges of poor academic performance of grade 12 learners in rural secondary schools.
- To develop strategies for improving the poor academic performance of grade 12 learners in rural secondary schools.

The main research question is: What factors influenced poor academic performance of grade 12 learners in rural secondary schools. From the main research question, the following sub-questions have been raised to guide the study:

- What factors influence the academic performance of grade 12 learners?
- How might leaders and teachers overcome the challenges of poor academic performance of grade 12?
- What recommendations could be made based on the literature review and the findings of the empirical study to improve the management of factors influencing performance in Grade 12 examinations at secondary schools?

The interviews with all the participants will be conducted after school hours so that the normal teaching and learning programs are not interrupted. I plan to spend one afternoon at your school doing all these digitally – recorded interviews. Each interview

will have a time duration of approximately 40 to 60 minutes per school. Fifteen participants from the three-selected secondary rural schools will be purposely selected to participate in the study. The school principal, one member of management (SMT) and three grade 12 teachers of each school will be interviewed.

Participating in this study is voluntary, and you are under no obligation to consent to participation. If you decide to take part, you will be given an information sheet to keep, and you will be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. The potential benefits of this study will include a thorough investigation into the strategies to improve poor performance among grade 12 learners in the Maleboho-West circuit. In this way, school leaders will be in a better position to implement successful strategies to improve poor performance among grade 12 learners in the Maleboho-West circuit. As a researcher, I will develop concepts and arrive at conclusions based on the relationships, patterns and themes that will be identified in the collected data from the individual interviews.

No negative consequences or risks will be encountered if you participate in this study. Furthermore, no injury is anticipated. Additionally, there will be no reimbursement or any incentives for participation in the research.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from me, will know about your involvement in this research. This means that your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. To ensure anonymity, your answers will be given an alphanumeric pseudonym code, and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. As an example of this, your assigned alphanumeric code will be AT1 or AT2.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my private study in my apartment for future research or academic purposes. Electronic information will be stored on my password-protected laptop computer. I will be the only one who will know this password. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. In the future, if it is deemed necessary for the information to be destroyed, hard copies will be shredded,

and any electronic copies will be permanently deleted from the hard drive of the laptop computer through the use of a relevant software program.

As previously mentioned, there will be no reimbursement or any incentives for participation in the research. Participation in this study is purely voluntary, with no cost to you as a participant. This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. You can have a copy of the approval letter from me if you so wish.

If you would like to be informed of the final research findings or should you require any further information or want to contact me about any aspect of this study, please contact Mathobela Makoena Salome on mobile number 082 481 9627 or via email makoenas@webmail.co.za

Should you have concerns about the way in which the research has been conducted, you may contact Dr P.K. Triegaardt on his mobile number +971 50 935 8073 or via email paul.triegaardt@gmail.com

Thank you for your support. I kindly await your response in connection with my request.

Yours sincerely,



Mathobela M.S
Med student

Dr P.K. Triegaardt
Supervisor

WRITTEN ASSENT

I have read this letter, which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

.....

Teacher's name (print)

.....

Teacher's signature

.....

Date

.....

Witness' name (print)

.....

Witness' signature

.....

Date

MATHOBELA M.S

Researcher's name (print)



Researcher's signature

19 April 2017

.....

Date

DR P.K. TRIEGAARDT

Supervisor's name (print)

.....

Supervisor's signature Date

APPENDIX E: INTERVIEW SCHEDULE

THE MAIN QUESTION:

The main research question is: What factors influenced poor academic performance of grade 12 learners in rural secondary schools.

Sub-questions	Example of questions	Responses by participants
Which school management factors contribute to the poor academic performance of grade 12 learners?	<p>What is your view about the school management team (SMT)?</p> <p>How often does SMT hold their meetings?</p> <p>Do you know the management plan for the school?</p>	
How do teachers contribute to the poor academic performance of grade 12 learners?	<p>What are the challenges faced by teachers related to teaching and learning?</p> <p>What is your suggestion in terms of overcoming these challenges?</p> <p>Do teachers teach as per the programme of assessment and teaching plan?</p> <p>How do teachers deal with the work coverage?</p>	
What are the socio-economic and political factors of the school communities that contribute low-grade 12 learner performance?	<p>Is there any parental involvement and guidance?</p> <p>How does the lack of resources affect the outcome of the performance?</p> <p>Is the school culture properly placed that may assist</p>	

	<p>learners in obtaining good results?</p> <p>Is there learner discipline at school?</p>	
Which factors contribute to the poor academic performance of grade 12 learners in the Maleboho-West Circuit?	<p>Does the new progression policy affect the academic performance positively or negatively?</p> <p>Does the attitude of the principal motivate both teachers and learners in a good manner?</p> <p>Is there an effective partnership between home and school?</p>	
What support strategies might school management teams, and teachers implement to improve the results among underperforming grade 12 learners in the Maleboho-West Circuit?	<p>Is there an effective school leadership? Why?</p> <p>Are there sufficient resources to assist learners? How do you know this?</p> <p>How do you rate the decision making by school management? Why?</p>	
What recommendations can be offered to ensure an improvement in the academic performance of grade 12 learners in the Maleboho-West Circuit?	<p>What expectations can teachers set for learners?</p> <p>How accountable are the teachers in terms of attending their periods and teaching at the right time?</p> <p>How is teamwork amongst the faculty or department?</p>	

APPENDIX F: DOCUMENT ANALYSIS CHECKLIST

What factors influence poor performance among grade 12 learners?			
ISSUE	RECORDS		COMMENTS ON DOCUMENTS
	YES	NO	
Does the school use the year plan accordingly? Does the school have the following registers? class register period register summary register admission register			
How do teachers contribute to poor academic performance in grade 12 learners?			
2.1 Does the teachers assess learners with the following assessment? 2.1.1 Classwork 2.1.2 Homework 2.1.3 Projects 2.1.4 Assignment 2.1.5 Class or informal tests 2.1.6 Formal test 2.2 Does the teachers give feedback to learners? 2.3 Does teachers control learners work? 2.4 Does the teachers attend their periods accordingly?			
Which school management factors contribute to the poor academic performance of grade 12 learners?			

3.1	Is the School Management Plan in place?			
3.2	Is the school improvement Plan in place?			
3.3	Is the learners monitoring tool in place?			
3.4	Is the Academic Performance Improvement Plan in place			
3.5	Is the school time table and personal time table available?			

APPENDIX G: PROOF OF LANGUAGE EDITING



13 January 2020

To whom it may concern,

This is to certify that I have re-edited Chapters One to Five (only) of Salome Makoena's thesis titled

FACTORS THAT INFLUENCE PERFORMANCE AMONGST GRADE 12 LEARNERS IN THE MALEBOHO-WEST CIRCUIT OF LIMPOPO PROVINCE

checking the spelling, grammar, punctuation, sentence structure and for repetition. I have formatted the thesis headings again because all formatting had been lost.

I wish her the best of luck.

Yours sincerely,

Bridget Lötzing



072 116 3718 [WHATSAPP + SMS ONLY] | bridget@lotzpublishing.co.za | www.lotzpublishing.co.za